

# SCHOOL PROGRESS



*The Barrie (Ontario) District Collegiate Band*

*The Protestant School Building Programme, Montreal*

*Fifty Years of Educational Growth In Saskatchewan*

*Vancouver's Headquarters for School Administration*

**FEBRUARY-MARCH • 1952**

**THE NATIONAL BUSINESS MAGAZINE OF CANADIAN SCHOOLS**

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FEBRUARY-MARCH, 1953

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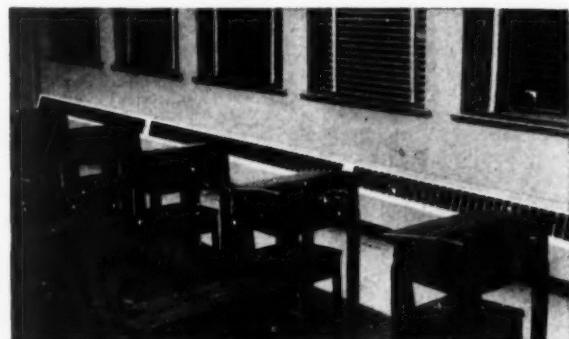
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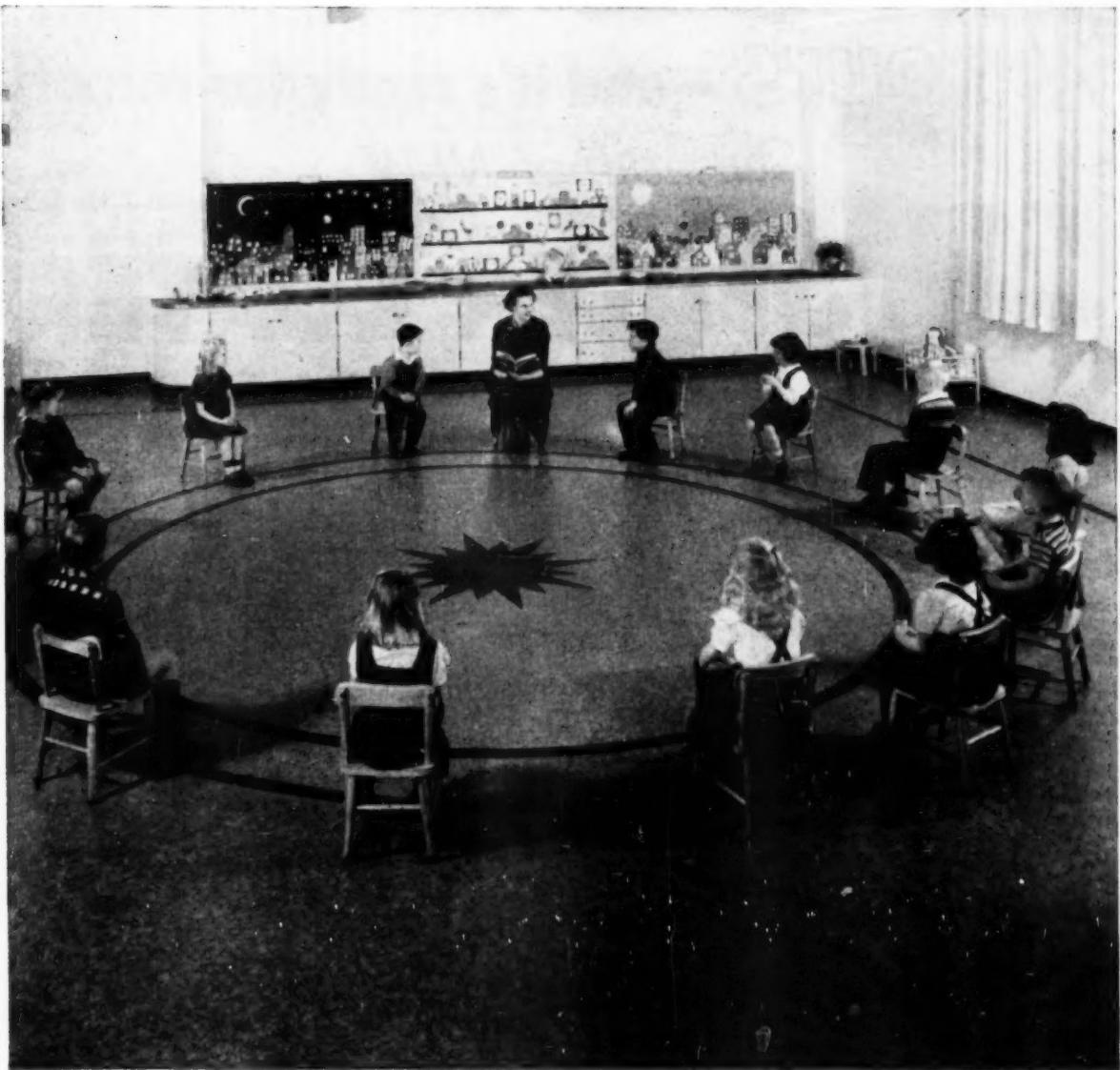
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# SCHOOL PROGRESS

THE NATIONAL BUSINESS MAGAZINE OF CANADIAN SCHOOLS

No. 1 FEBRUARY-MARCH, 1953 Vol. XXII

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## CCAB

Although we do not necessarily agree with all statements made in the columns of "School Progress", we believe that they are of sufficient interest and importance to bring to the attention of readers.—The Editor.

Editor ..... Harry F. Coles, B.A.  
Editorial and Business Offices...57 Bloor St. W., Toronto, Ont.

SCHOOL PROGRESS is an independent publication, for principals, headmasters, inspectors, school board chairmen, secretaries, business administrators and purchasing agents, building superintendents, school architects, superintendents, secretaries and directors of education, and school supply houses throughout Canada.

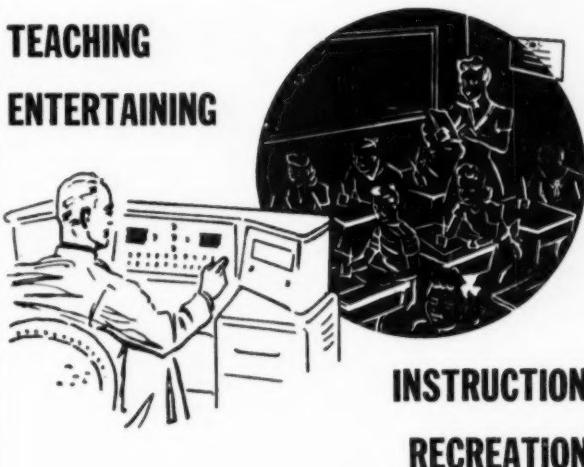
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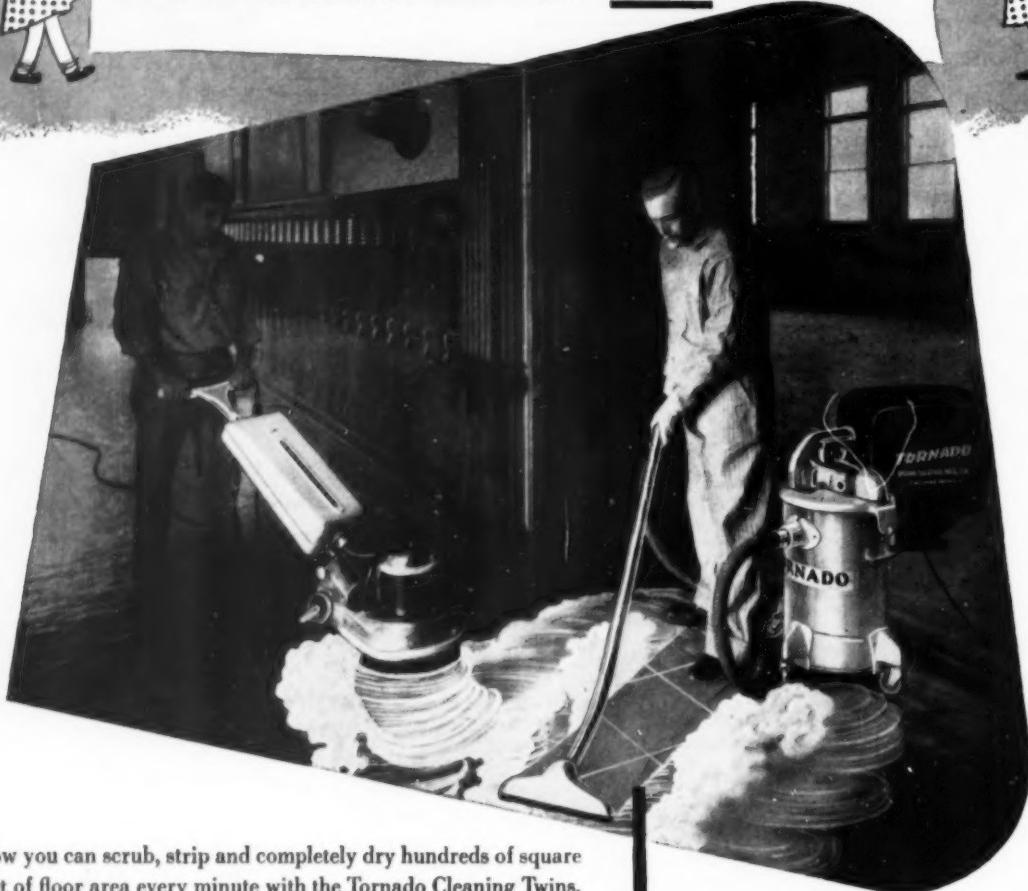
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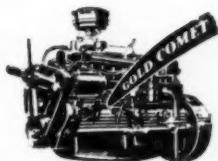
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## THE SPOTLIGHT ON EDUCATION

*Conducted by the Editor*

**Dr. Victor Dore**, former Superintendent of Education for the province of Quebec, and present Canadian Minister to Switzerland and Austria, headed the Canadian delegation to the Seventh Unesco Conference in Paris, November 12th to December 10th last.

**Miss M. R. Conway**, President of the Canadian Teachers' Federation, was one of the six member Canadian delegation which attended the Seventh Unesco Conference in Paris in November and December. Miss Conway has received the honorary degree of Doctor of Laws from the University of Manitoba.

**Mr. H. N. MacCorkindale**, Superintendent of Schools for Vancouver, attended a conference of Superintendents of Schools of U.S. cities over 200,000 population last fall. At his invitation, it has been announced, the next conference of Superintendents will be held in Vancouver, April 16th, 17th and 18th.

**Dr. C. C. Goldring**, Chief Director of Education for the city of Toronto, and President of the Canadian Education Association, attended the Annual Convention of the National Society for Crippled Children and Adults held recently in San Francisco.

**Mr. R. H. Chapman**, former Superintendent of Schools for Westmorland and Albert counties in New Brunswick, has been appointed Director of Teacher Training for that province.

**The Honorable Claude D. Taylor** has been appointed Minister of Education in the new government of the province of New Brunswick to succeed the Honorable J. W. Brittain whose party was defeated in the recent provincial election.

**Dr. John D. Robins**, head of the Department of English, Victoria University, and one of Canada's foremost humorous writers died in Toronto in December.

**Mr. H. J. B. Gough**, former Director of the Newfoundland Department of Education's Summer School for Beginning Teachers, has been appointed Director of Curriculum for the province.

**Mr. John Tett**, Director of the Community Programmes Branch of the Ontario Department of Education is presently on leave of absence for a special two years' assignment with the Royal Canadian Air Force.

**Mr. K. L. Young**, Assistant Director of Community Programmes Branch of the Ontario Department of Education has assumed the duties of Director in Mr. Tett's absence.

**Dr. S. R. Laycock**, Dean of the College of Education, University of Saskatchewan, and Canada's most prolific writer on educational subjects, will retire in June 1953.

**Mr. Murray W. MacDonald**, Supervisor of Art for the Edmonton Public Schools, and Director of Art of the Banff School of Fine Arts, recently held an exhibition of his work in water colors at the University of Alberta.

**Dr. H. McIntosh**, Superintendent of the Winnipeg Public Schools, has announced his retirement as of August 1, 1953.

**Mr. F. A. Allen**, Secretary-Treasurer, School District of Winnipeg, is receiving applications for position of Superintendent of Schools of the City of Winnipeg.

**Mr. T. R. Hall**, Principal of the Vancouver Normal School since 1950 has retired.

**Mr. F. C. Boyes**, Vice-Principal of the Vancouver Normal School under Mr. Hall has succeeded him in the office of principal.

**Dr. J. D. Ayers**, of the Defense Research Board in Toronto, has been appointed director of educational research by the Canadian Teachers' Federation.

**Mr. Howard G. Pfrommer**, shorthand specialist, Sir Isaac Pitman & Sons (Canada) Limited and a prominent member of The Dickens Fellowship, died in Toronto, January 24th.

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to a  
\*sharp  
start



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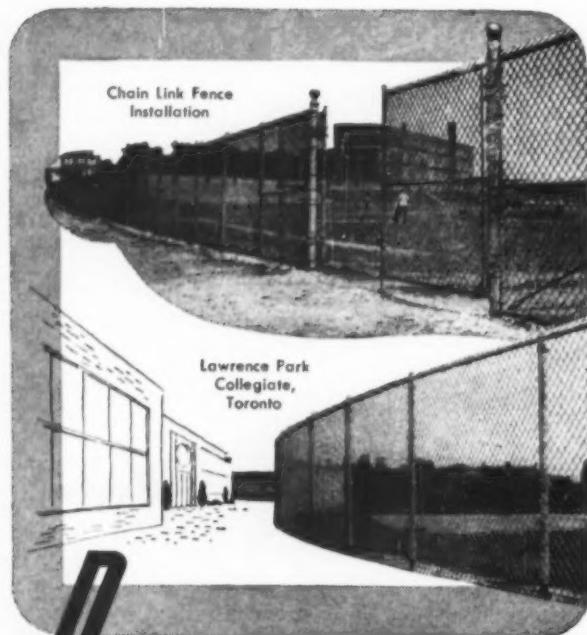
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## THE SPOTLIGHT . . . . .

**Mr. Walter B. Pitkin**, author of "Life Begins at Forty" and widely known professor, psychologist, educationist and columnist, died in Porto Alto, California, January 25th.

**Mr. Charles Bilodeau**, director of research in the Quebec Department of Education, has returned after five months service on a Unesco educational mission in Cambodia, Indo-China.

**Dr. C. N. Crutchfield** former principal of Shawinigan Falls Technical Institute and member of the Protestant Committee of the Council of Education for the province of Quebec, died on December 18th at the age of 69.

**Dr. J. P. Labarre** Director of Catholic Normal Schools, Quebec, has retired.

**Dr. Roland Vinette** Assistant Director of Catholic Normal Schools, Quebec, has been appointed Director General succeeding Dr. J. P. Labarre.

**Dr. Leo Rossignol**, school inspector, has been appointed Assistant Director of Normal Schools for the province of Quebec.

**Dr. George David Misener** first president of the Alberta Teachers' Association, 1917-1919 died at his home in British Columbia, November 27th last.

**Mr. Gordon S. Adamson**, well known Toronto Architect who has designed several important schools in Ontario in recent years was elected president of the Ontario Association of Architects at their Annual Convention in January.

### The C.E.A.-Kellogg Project

The first regional resources workshop of the C.E.A.-Kellogg project in leadership was held in Halifax, January 19th to 30th by the four Atlantic provinces. Attendance of superintendents was allotted as follows: New Brunswick—3; Newfoundland—2; Nova Scotia—4; Prince Edward Island—1 making a total of ten. Special speakers of the conference and short course were Dr. F. E. MacDiarmid, Superintendent of Education, New Brunswick; Dr. L. W. Shaw, Deputy Minister of Education, Prince Edward Island and Mr. F. S. Rivers, Superintendent of Professional Training, Department of Education, Ontario.

The object of the workshop was two-fold:

(1) to canvass the educational problems peculiar to the Atlantic provinces;

(2) to screen and suggest the problems and viewpoints of common interest which might be handed on to other regional workshops for wider discussion with a view to building up the syllabus of the coming spring course for superintendents at the University of Alberta.

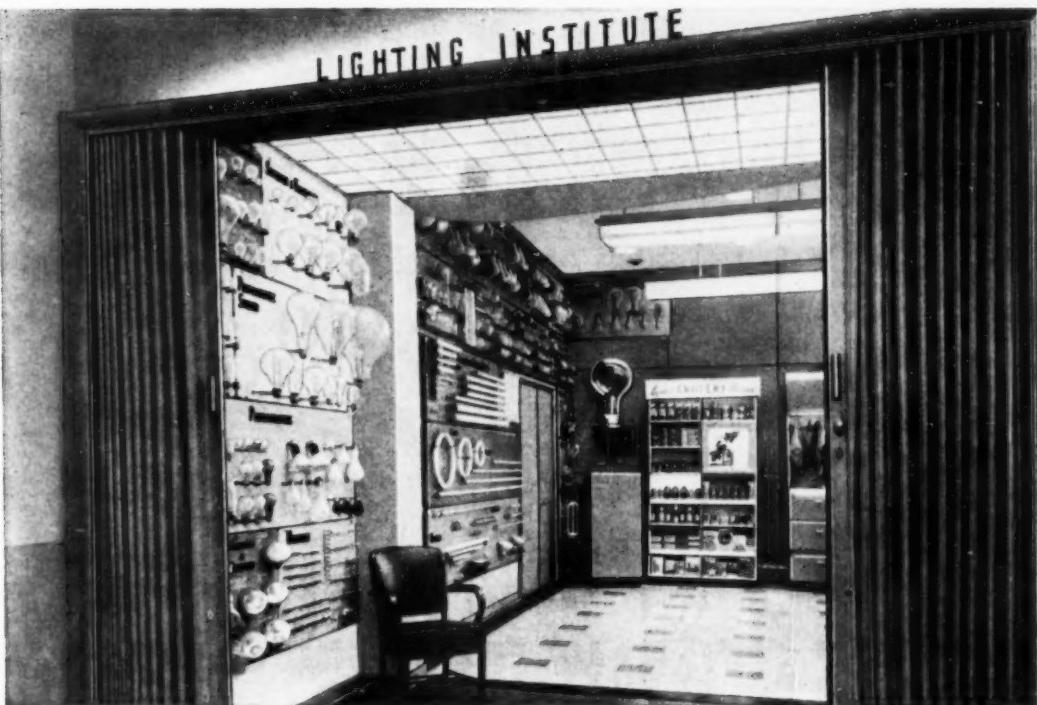
### 1953 Convention, Ontario Urban School Trustees

The Urban School Trustees Association of Ontario announce that their 1953 convention will be held, as in the past years, at Bigwin Inn, Muskoka, June 21st, 22nd and 23rd. The convention will be opened Sunday June 21st with a vesper service.

### Annual Convention, Ontario Association of School Business Officials

The Board of Directors of the Ontario Association of School Business Officials has announced that the 1953 convention will be held again at Bigwin Inn, Muskoka, in conjunction with the Urban School Trustees, June 21st to 26th. The first three days, June 21—23 will be given over to the deliberations of the trustees, and the business officials will go into session June 24—26.

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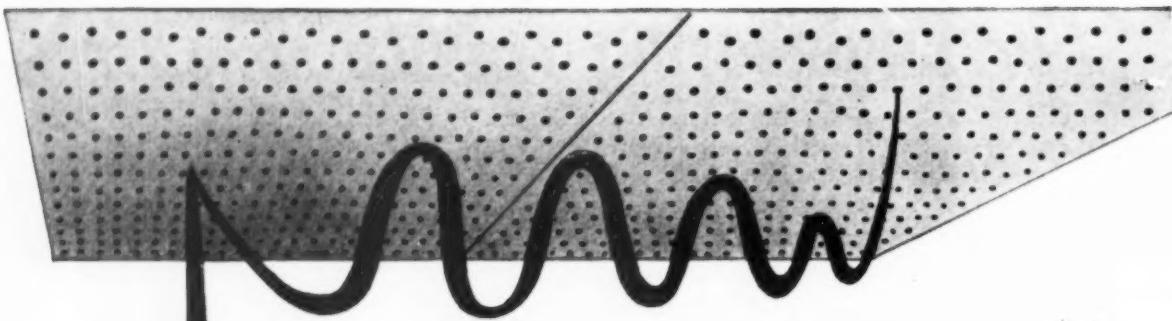
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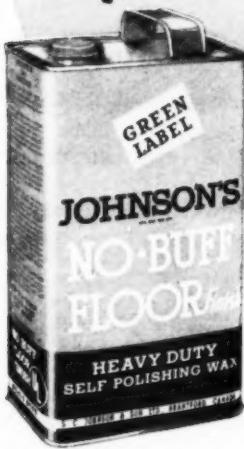


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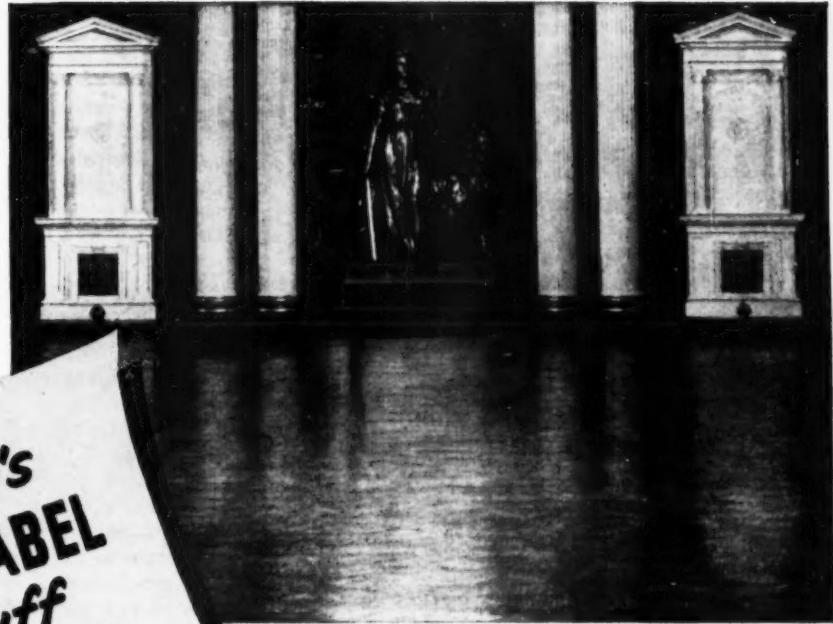
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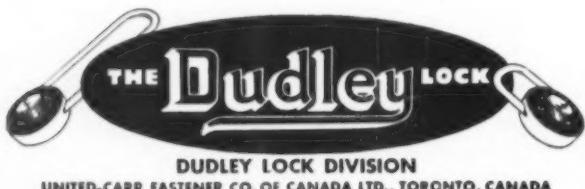


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Further information on the Dudley "Student Sales Plan" will be gladly supplied on request. BUT . . . demands on factory production are still heavy, due to the uncertainties of the "Defence and Cold War" situation—so please place your orders **early** to ensure prompt deliveries.



**THE SPOTLIGHT . . . . .**

It is understood that an important topic of discussion presently before the directors of the O.A.S.B.O. is the advisability of inviting school board officials from other Canadian provinces to attend the convention. It has been suggested that the time may be ripe for the expansion of the Ontario group into a Canadian organization including business officials from other provinces of the Dominion.

**Third of Day's Food Needs Should Be in School Lunch**

As much care and planning should go into the lunch youngsters take to school as a mother puts into any meal she serves on the dining room table, says Miss Margaret E. Smith, director of nutrition for the Health League of Canada. Furthermore, the box lunch must have eye appeal as well as high food value.

The noonday lunch should provide one third of the whole day's requirements of the energy-producing, body-building foods. This means proteins, minerals and vitamins for growth and repair of body tissues; and carbohydrates or starches, fats and proteins to yield energy for work and play.

In ordinary grocery store parlance, the nutritionist's suggestions boil down to these, which are based on Canada's Food Rules:—

Include about eight ounces of pasteurized, white milk, varying this occasionally with buttermilk or pure fruit juices.

Use whole grain bread for sandwiches, and see that the fillings provide proteins—meat, fish, cheese, eggs, or cottage cheese.

Put in at least one fresh vegetable—raw carrot strips, celery, a whole tomato, or a little salad made with cabbage, parsley, green peppers or cooked green beans.

For dessert use fresh fruit in place of sweets.

**Research Fellowship for Child Education**

The Susan Isaacs Research Fellowship for research in the education of young children will be available for the year 1953-54 for one year's study at the University of London Institute of Education or similar institution considered suitable by the Trustees. The Fellowship will be of the value of £400 and will be awarded only if there is a candidate of sufficient merit.

Applications, stating qualifications and experience and including a proposed scheme of research, should be made to the Trustees at the University of London Institute of Education not later than March 31, 1953 and must be accompanied by names and addresses of two persons to whom reference may be made. Selected candidates may be required to appear at the Institute of Education for an interview with the selection committee.

The Fellowship will be paid in installments, and all except the first of these payments will be conditional upon evidence that the holder is satisfactorily pursuing his research. Further particulars may be obtained from the Secretary, University of London Institute of Education, Malet Street, London W.C. 1.



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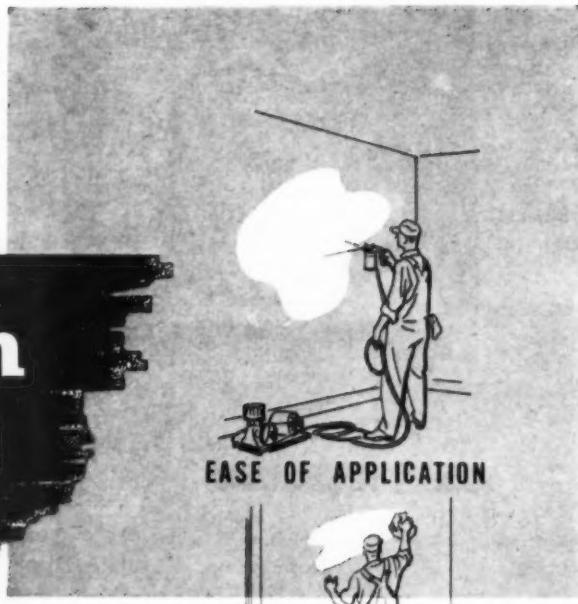
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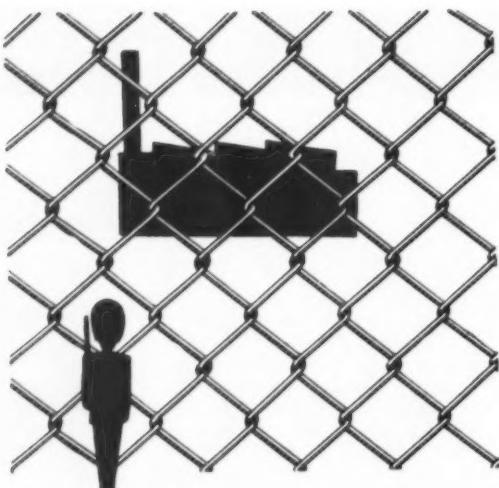
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# **FROST**

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## THE SPOTLIGHT . . . . .

## **Don't Let Everybody Blame the Schools**

In an editorial entitled "Unfair to Blame the Schools," the *Globe and Mail*, Toronto daily, takes the Toronto City Council severely to task for trying to place the blame for rising taxes on the schools as follows:

"Councilor . . . stepped off solid ground when he told the trustees that their taxation had increased during the last twenty years much more than that of the City Council. Actually, there has been very little difference in the ratios from year to year, for a long time. In 1933, the proportion of the tax dollar devoted to education (both public and separate schools) was 36.8 per cent. In 1951, the last year for which final figures are available, the proportion was 34.9 per cent. To go even further back, in 1926, the proportion of the tax dollar devoted to education was 35.8.

"Thus, two cases taken somewhat at random, have shown that the common cry that civic taxes would not be so heavy if it were not for the schools, is false. On the basis of those two years, it is actually true to say the present taxes for education are lighter than they used to be in the good old days. It is time the propaganda against school expenditures, as the villain in the Toronto municipal taxation picture, was stopped. If blame must be levied on anybody, it ought to be shared about equally by the City Council and the school boards."

There is no doubt that better public relations is badly needed between the schools and the citizens. In most cases it is simply a case of making the facts known to the public—surely an easy enough thing to do—but definite action on the part of the school boards is imperative right now!

### **One-Third Taxes Go for Education**

Some few years ago a canvas was made of educational expenditures in our cities. It was found that the average cost of the schools was approximately one-third of the taxpayers' dollar. In his annual report for 1951 just issued, Toronto's finance commissioner publishes a chart showing the share of the taxpayers' dollar taken by education for the past ten years as follows:

1942	37 <sup>3</sup> / <sub>8</sub>	1947	31 <sup>3</sup> / <sub>8</sub>
1943	38 <sup>5</sup> / <sub>8</sub>	1948	32 <sup>5</sup> / <sub>8</sub>
1944	36 <sup>1</sup> / <sub>8</sub>	1949	33 <sup>5</sup> / <sub>8</sub>
1945	33	1950	33 <sup>1</sup> / <sub>8</sub>
1946	29 <sup>5</sup> / <sub>8</sub>	1951	34 <sup>7</sup> / <sub>8</sub>

It will be noted that the average figure for this period is 34c, almost exactly the figure for 1951 and still only one-third of the tax bill.

**The Canadian Education Association meets in  
Halifax in 1953**

The Directors of the Canadian Education Association have announced that the 1953 convention of the C.E.A. will be held in the Nova Scotian Hotel, Halifax, September 15th, 16th and 17th next. The C.E.A. plans to devote in its convention programme one whole session to the discussion of teacher training problems.

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# **EDUCATIONALLY SPEAKING**

**T**HREE is little doubt in our mind that, given the time and the opportunity, President Dwight D. Eisenhower would have made as great a name in education as he won as a soldier. In the short time he held office as President of Columbia University he undoubtedly showed remarkable ability in following successfully so famous an educationist as Nicholas Murray Butler, and was rapidly building a reputation for sound educational philosophy and leadership.

In proof of this opinion, and as an earnest of the kind of educationist the profession has lost as a university president, but gained as President of the United States and leader of the western world, we offer the following quotations from statements on education made by him between 1948 and 1952.

#### **To Educational Leaders**

In October 1948 on the occasion of his inauguration as President of Columbia University, Mr. Dwight D. Eisenhower, addressing a selected group of American educational leaders, made his first public statement on education in part as follows:

"Today's challenge to freedom and to every free institution is such that none of us dares stand alone, for human freedom is today threatened by regimented statism. The threat is infinitely more than that involved in opposing ideologies. Men of widely divergent views in our own country live in peace together because they share certain common aspirations which are more important to them than their differences. But democracy and the police state have no common purposes, methods, or aspirations. In today's struggle, no free man, no free institution, can be neutral. All must be joined in a common profession—that of democratic citizenship; every institution within our national structure must contribute to the advancement of this profession.

"... Moreover, since we cannot isolate ourselves as a Nation from the world, citizenship must be concerned, too, with the ceaseless impact of the globe's 2 billion humans upon one another, manifested in all the multitudinous acts and hopes and fears of humanity.

"The educational system, therefore, can scarcely impose any logical limit upon its functions and responsibilities in preparing students for a life of social usefulness and individual satisfaction. The academic range must involve the entire material, intellectual, and spiritual aspects of life. . . . .

"At all levels of education we must be constantly watchful that our schools do not become so engrossed in techniques, great varieties of fractionalized courses, highly specialized knowledge, and the size of their physical plant as to forget the principal purpose of education itself—to prepare the student for effective

personal and social life in a free society . . . I deeply believe that all of us must demand of our schools more emphasis on those fundamentals that make our free society what it is and that assure it boundless increase in the future if we comprehend and live by them. . . . .

"Historical failures in the application of democratic principles must be as earnestly studied as the most brilliant of democracy's triumphs. But underlying all must be the clear conviction that the principles themselves have timeless validity. Dependence by the country upon the schools for this vital service implies no infringement of their academic freedom.

"Indeed, academic freedom is nothing more than a specific application of the freedoms inherent in the American way of life. It follows that to protect academic freedom, the teacher must support the entire free system which, among other things, guarantees freedom for all."

#### **To Students**

In an open letter published in the October 1948 issue of the Readers Digest, Mr. Eisenhower spoke again, this time to the students in the schools of America:

"Today the business of living is far more complex than it was in my boyhood. No one of us can hope to comprehend all its complexity in a lifetime of study. But each day profitably spent in school will help you understand better your personal relationship to country and world. If your generation fails to understand that the human individual is still the center of the universe and is still the sole reason for the existence of all man-made institutions, then complexity will become chaos. . . . .

"In school—from books—from teachers—from fellow students—you can get a view of the whole of America, how it started, how it grew, what it is, what it means. Each day will add breadth to your view and a sharper comprehension of your own role as an American. I feel sure I am right when I tell you: To develop fully your own character you must know your country's character. . . . To be a good American is the most important job that will ever confront you. But essentially it is nothing more than being a good member of your community, helping those who need your help, striving for a sympathetic understanding of those who oppose you, doing each new day's job a little better than the previous day's, placing the common good before personal profit. The American Republic was born to assure you the dignity and rights of a human individual. If the dignity and rights of your fellow men guide your daily conduct of life, you will be a good American."

#### **To Citizens**

In December 1950 the National Citizens' Commission for the Public Schools of American published state-

ments encouraging citizen participation in public school improvement by four outstanding Americans—Dwight D. Eisenhower, Warren R. Austin, Bernard M. Baruch, Mrs. Franklin D. Roosevelt.

In his statement for this special occasion Mr. Eisenhower said in part:

"The American public school is the principal training ground for informed American citizenship; what is taught in the classroom today shapes the sort of country we shall have decades hence. To neglect our school system would be a crime against the future. Such neglect could well be more disastrous to all our freedoms than the most formidable armed assault on our physical defences."

#### To Educational Administrators

In October 1952 on the eve of the presidential election, which he won, Mr. Eisenhower did not hesitate to speak with complete frankness to the leading educational authorities of the country on federal and state responsibility in education, briefly as follows:

"The Federal Government has both a negative and positive responsibility in education. It must leave as much as possible of the material resources of the country in the hands of the people or in the hands of the States and local governments. But it must promote and encourage tested and successful methods of research and education and health care—both public and voluntary—for the benefit of children. . . . .

"In the critical problem of adequate education, it must now undertake to help needy States build schools. Such help should be extended only where a State is doing its utmost but, because of inadequate resources or special burdens, is unable to do the job on its own.

"In such a program, the costs of maintenance of administration and of the actual business of teaching should be borne by the localities and the States themselves. That is their responsibility. That is the American answer to Federal compulsion. It is an American defense against Federal control."

#### To The Nation

As a summary of Mr. Eisenhower's views on education and its meaning to everyone, we quote from his 1952 statement to the National Citizens Commission for Public Schools this brief paragraph:

"When real peace is achieved—as it surely will be, however distant it may now seem—this will be a nation of better citizens, more conscious of their blessings, more resolute in their responsibilities, more dedicated to their freedoms, if even in these crisis-days we are vigilant that our school system continues to improve in physical facilities, in the calibre of its teaching staff, in education for citizenship . . . Where our schools are concerned, no external threat can excuse negligence; no menace can justify a halt to progress."

\* \* \* \*

The February 1952 issue of School Progress carried an editorial entitled: "The Pendulum Starts Back," which was followed in the April 1952 issue by one entitled, "Don't Let the Pendulum Swing Too Far Back" in which we suggested that the ultra progressives in education were at last being called to account for their sins. The editor, therefore, was especially interested

in reading in the January 10, 1953 issue of School and Society an editorial by the editor Dr. I. L. Kandel, entitled "The Swing of the Educational Pendulum". We consider Dr. Kandel's comments on the subject so interesting and to the point that we take the liberty of publishing them herewith in full:

*The development of modern educational theory started a chain reaction against the learning of facts, discipline, authority, and indoctrination, generally summarized in the frequently repeated cliché that education should train not in what to think but how to think. There is an assumption here of a certain spontaneous generation of facts that begins when a problem has to be solved. The chief difficulty in this theory is that without a knowledge of facts or subjects arranged in an orderly sequence even the existence of a problem cannot be recognized. The analogy of the "forked road" is somewhat forced but even to determine the right road to follow it is necessary to be able to "read" a map. The "fashionable fear of facts," as an English writer has described the situation, may result in discarding the raw materials for building ideas and acquiring the content necessary for thinking.*

*In the same way the revolt against authority and indoctrination is baseless, provided that authority is appealed to not as something to be followed without question but as something that represents experience wider and deeper than one's own. Again indoctrination has been too readily interpreted as imposition of ideas or doctrines without permitting arguments or questions. If education is a social process and if schools are established and maintained by society to achieve certain social ends, then an important function of education is to encourage the acceptance of what Dewey has called "common objects of social allegiance" which make for common understanding between members of a community and promote the consciousness of group membership. There is nothing in the concept of democracy or in the theory of the learning process to prohibit indoctrination of faith in the ideals of freedom and methods of discussion and argument as the necessary bases of social progress. But the difference between indoctrination in a democracy and in an authoritarian or totalitarian régime lies in the opportunity provided for the learner to raise questions and understand reasons for the doctrine that he is expected to accept. It is true that we are the creatures of our culture, but the schools exist to accelerate the impact of the essential aspects of that culture by suitable selections. Pupils cannot be allowed to discover for themselves the ideals that are inherent in that culture; nor is there time for them to discover through their own experience what Charles Beard called the "treasures heavy with the thought and sacrifices of the centuries," or "the heritage of knowledge and heroic examples—accepted values stamped with the seal of permanence."*

*The rejection of discipline, authority, indoctrination, and acquisition of facts, which was valuable and even necessary as a protest against traditional methods and practice, may, when carried to the extreme to which it has sometimes been carried, produce an education without content and without aim. In education as in other human affairs Samuel Butler's remark in "The Way of All Flesh" is appropriate. "Extremes are alone logical and they are always absurd, the mean alone is practicable and it is always illogical."—I. L. K.*



At the Mid-west National Band Clinic Part of the Band shown in one of the great moments accompanying the world famous trumpet soloist Raphael Mendez and his twin sons in a trumpet trio, Chiapencas. The Binaural Recording Company is demonstrating the recording of this number throughout the United States at the present time.

## **THE BARRIE DISTRICT COLLEGIATE BAND**

***Won Fame for Canadian Schools as Canada's Representative  
At 1952 Mid-West National Band Clinic in Chicago***

**BY W. ALLEN FISHER—Director of Music**

THIS is the story of an adventure in education. It is a brief description of the growth of instrumental music in an Ontario secondary school. It is a sketch of the Barrie Collegiate Band, past and present. And I, its director, have been conscripted to tell it.

Fifteen years of work in instrumental music at the Barrie District Collegiate Institute has been for me like a rich adventure. Its novel character resembles pioneering and its beneficial results for teacher and pupil alike prompt me to recommend instrumental music in a major

sense for any educational programme.

In this, I probably differ from the purely academic teacher who is more inclined to teach children to think for themselves than to feel for themselves, who emphasizes the scientific to the exclusion of the artistic capacities of human nature and who ignores the emotional education to be gained from the study of music by dismissing it as a frill.

With us, instrumental music is no frill. It became a bona fide subject on our curriculum in 1939 under Principal A. R. Girdwood. In

the beginning it was offered experimentally in Grade IX with little in the way of system or equipment to recommend it, and in an auditorium whose doors were transparent in an acoustic sense. The class was, and still is composite in that it was made up of pupils studying different types of brass and woodwind instruments with a view to participating eventually in a concert group that would play qualitative music. The concert group that had been developed from 1937 was an orchestra, but the necessity for relying upon privately-taught violinists, the diffi-



Musical and scholastic proficiency combined! The five members of this woodwind quintet had an academic average of 83.8 per cent on their Christmas exams. Their average age is barely fifteen years. They are reading a quintet written by Reicha, contemporary of Beethoven and teacher of Berlioz. Clarinet, Joan Sarjeant, bassoon, George Renton, French horn, Heather Currie, oboe, Eric Wigg, and flute, Sue Walls.

culty in training string players properly, and the fact that my own training had been in a concert band caused me to work to that end even though I had always respected the orchestra as a superior musical unit.

Such progress was made through the class method of instruction in Grade IX that the programme was expanded to take in Grade X and XI. Under the present Principal, Mr. T. R. Bowman, music has been added to the honour matriculation subjects and our Grade XII instrumentalists now write a departmental paper in music. In Grade XI these pupils previously wrote the Royal Conservatory exams in Theory II. This, along with the practical training on instruments and the accompanying Conservatory Practical exams, and the four hours weekly in rehearsals, gives pupils an experience that is both intellectual and emotional. And in their performance of music there is called into play subtle qualities of the spirit that defy definition or evaluation. In rare moments when a fineness of expressive activity is achieved, then music is good in itself and not in any sense because of what may be achieved through it. Those who have heard our student group in concert, (and many trustees heard it in stellar performance at the 1951 Convention at Bigwin Inn) will endorse this statement. What is more important all music pupils who have participated will

endorse it unanimously. These pupils work so diligently and under such a training discipline that the exceeding popularity of instrumental music (and it is in no wise an "easy" subject) can only be attributed to the fact that it fills an emotional want in their lives.

The concert group in the past eight years has developed a significant reputation through the winning of first awards at various festivals and contests. In twenty contests it has ranked first eighteen times. When it has lost this enviable position, I have gained much satisfaction from the fact that its members applaud their successful opponents on their win. That, for me, is its finest performance.

More important by far than contests is the ability of the group to recitalize, to present a full-dress performance of a varied and musical nature. In this, the group has established its own tradition by discarding street marches, the bane of band concerts. Its programmes are patterned after recitals in moving from classic to romantic to modern music. In this capacity the Band has toured all parts of Ontario under the aegis of the Music Branch of the Department of Education for Ontario. In 1947 it represented Ontario at the International Festival of School Music at Montreal. In 1948 it was selected by the Music Educators National

Conference as a representative school band to play at the Biennial Conference at Detroit. And in December of 1952 it represented Canada at the National Mid-west Band Clinic in Chicago playing a programme of sixteen of the latest publications and accompanying the world-famous trumpet soloist, Raphael Mendez.

The attendant publicity for such engagements is very often misleading. There is no denying the fact that the group has carried the name of Barrie into the American Midwest and as far south as Florida through its recordings. But its "raison d'être" has always been educational and such community advertising has been a by-product only. Its policy rates decorum higher than display, propriety above publicity. Because of this, the Band invariably receives as much praise for its dignity and deportment as it does for its music.

Musical ability is the Band's criterion for membership. Because it represents one eighth of the student body it is actually a cross section that contains every type of scholar. There is no academic bar to admission but poor scholars are discouraged from applying since they will not remain in school long enough to benefit to any degree from its musical programme.

By sponsoring a Canadian Artists Series of winter concerts by

"An Adventure in Education"—was Mr. Fisher's very modest title for this report on his band.

professional performers the Band members realize a profit from which they offer a scholarship annually to one of its members who proceeds to a Canadian university and who has excelled in musical and scholastic proficiency. In sponsoring the series these pupils are deepening their own appreciation of the best in music and contributing in their own small way to the building of a music culture for Canada.

In this, and in other activities, the music group has been encouraged and assisted by the Board. With the forming of a District Collegiate Board in 1948 under the chairmanship of Mr. K. N. M. Morrison, M.B.E. the Board purchased a grand piano of concert proportions for the auditorium, thereby making an Artists Series possible. The Board furthermore established the precedent of making a grant annually for maintenance of musical instruments and purchase of new ones. Such consideration has enlarged the Band to symphonic proportions and given it a complete instrumentation. The many letters from enthusiastic educators who heard it at Chicago attest to this by ranking it among the foremost school music organizations of America.

Undoubtedly applause is sweet to the ears of a performer but greater still is the thrill of performance. Participation is beyond all question of doubt the finest form of appre-

## BARRIE HIGH SCHOOL BAND SCORES CHICAGO TRIUMPH

### Special to The Toronto Star

Chicago, Dec. 12 — An amazing high school band from Barrie, Ont., won plaudits of critics and music-lovers alike with an outstanding performance at the Mid-West National Band clinic in Chicago last night.

About 2,000 bandmasters, musicians and school officials from throughout the midwest and parts of Canada crowded the grand ballroom of the Hotel Sherman to hear the much-talked-about band. Their thunderous applause at the conclusion was a unanimous stamp of approval.

Enhancing the performance was the appearance of Rafael Mendez, world-famous virtuoso of trumpet, and his talented twin sons, Robert and Ralph. Mendez played an original composition, "The Virgin of Marcarena," with the band. His sons joined in a trumpet trio in another Mendez composition, "Mendez Polka."

The real hit was the 74-piece collegiate band, under the direction of W. Allen Fisher. The Barrie group is the first Canadian band invited to the clinic, sponsored annually by

Chicago's Vander Cook College of Music and the Lyons Band Instrument Co., for the past five years.

Lee W. Petersen of Vander Cook, executive director of the clinic, said the Barrie band was chosen after a comprehensive survey of all Canadian high schools overwhelmingly indicated it was an "outstanding group" in the Dominion.

Forrest McAllister, editor of School Musician, acclaimed it as the "best high school band I have ever heard."

Equally impressed were Robert Rosevear, University of Toronto, who conducted "Overture in Dorian Mode"; Raymond Dvorak, University of Wisconsin, who conducted "La Cumparsita," and Clarence Sawhill, University of California, who conducted "Tintagel."

Other renditions included the first movement from Concerto Grossso, with Nancy Cameron and Ross Morrow, flute soloists, and John Pogue, clarinet soloist; Bacchanale from Faust Ballet; "Ouvre Ton Coeur"; Minstrel of Kasmira; The Cornish Rhapsody, with Joan Fisher, daughter of the conductor, piano soloist; Three Gaybriellos.

ciation and in this, pupils and teacher have shared alike. In the words of Keats I might say, "Much

have I travelled in the realms of gold" . . . for mine has been a rich adventure in education.

Grade Ten working at Belwin Studies in a music class period in the music room of the Barrie District Collegiate Institute. A double door lock and specially insulated walls and ceilings prevents sound leakage. The desk stands were designed for such work by the Director. The tops are adjustable and can be lowered for use as a standard desk.

The photographs which illustrate this article are by Don McKinnon, member of the clarinet section of the Band and of The School Camera Club.



# IS YOUR PAYROLL SYSTEM UP-TO-DATE?

## The Records Must Be Complete - There Must Be No Margin for Error

AS the average school board's payroll amounts to some 60% to 70% of the total budget in any one year, the administration of the payroll becomes most important. The records must be so complete that there is no margin for error. Yet, at the same time, the procedure should not be too laborious and time-consuming.

Payroll procedure includes several functions: (1) There is an individual salary record to be maintained for each employee. Nowadays, with deductions to be made for superannuation, income tax, federation dues, insurance plans, etc., it is most important to keep all details carefully. (2) There must be a listing of salaries and deductions. This is necessary to obtain totals for each month's salary account, including income tax deductions, etc. (3) There must be a summary of the whole payroll for each month. (4) With the various deductions, employees appreciate knowing how net earnings are determined and many boards give a statement of earning's slip. (5) Payment must be made to each employee. This is usually by cheque, but many of the larger boards are depositing funds to the employee's credit in the bank. The latter method is employed to eliminate labour involved in (a) writing cheques, (b) signing cheques, (c) filling in the stubs. This last chore can be eliminated, of course, by using a cheque with carbon voucher. Incidentally, if the cheque is properly designed, it can be used with window envelopes to save considerably more time and labour.

The type of payroll procedure is determined largely by the size of the school system. Basically, there are the following types:-

(1) Simple record in cash book of salary paid. Usually, only found in small rural schools.

(2) A manual system, in which each of the required records is copied by hand, first, for the cash

N. B. BAIRD

Superintendent of Schools and Administrator, Welland, Ontario

### PAYROLL RECORDS

#### Must Provide

1. Individual salary record for each employee including various deductions now common practice.
2. Composite record of individual salaries and deductions showing monthly totals for each salary account.
3. Statement of earning slip for each employee.
4. Payment made to each employee.
5. Summary of whole payroll.

book entry of each employee and then again on the individual ledger sheet or salary record card.

(3) A "semi-mechanical" system. The payroll summary, individual records and statement of earnings are written all at the one time. This plan, which will be described more fully later, was developed in Welland to include the bank deposit slip as well. Our teachers, thus, have their salaries deposited in the bank of their choice, and are quite satisfied with the system.

(4) The bookkeeping machine. This does the same job as the "semi-mechanical" system mentioned above, but the statements are all typed, rather than written. Since the machines cost several thousand dollars, they can only be used economically in the larger systems. Hamilton, St. Catharines and Windsor are examples of cities using this system.

(5) The punch card system. This system is too costly to be considered in any but the largest cities. Cleveland has the system, but uses it for cost analysis as well.

The "semi-mechanical" system is described more fully here because the writer believes that many smaller boards could adopt it to

advantage. In setting up the system the individual salary card was made much larger than the former Welland card. This was considered desirable to avoid errors that might creep in, due to changes in the salary schedule, etc. At the same time, the larger card afforded an opportunity to incorporate records which the inspector or supervisor finds valuable.

The system requires the following equipment shown in plate I: (1) a bakelite peg board to keep all forms in proper alignment.

(2) a "Payroll Register" — this sheet has a section which folds back and forms the deposit slip for the bank.

(3) "Individual Record Slips" — the form for these is similar to the "Payroll Register", but is perforated, so that the slips for each employee may be separated. Of course, there is no folding section either.

(4) "Individual Earnings Record" — the form in Plate I is proving quite satisfactory.

(5) A loose-leaf binder is necessary for the "Payroll Registers" or "Wages Sheet". A file is necessary for the "Individual Earning Records".

(The corresponding forms for the bookkeeping machines are shown in Plate II.)

The "Individual Earnings slip", the "Payroll Register", the "Individual Earnings Record" are put in place on the peg board in the above order with the necessary carbons. The Individual Earnings Record is easily aligned for the Payroll Register by the pegs down one side of the board. All are kept in position by a folding section of the board. A ball point pen will produce all the carbon copies necessary and a celluloid piece protects them from smudging. We have used this system for a year in Welland, and have no hesitation in recommending it to boards wishing to improve their payroll system.

PLATE I SHOWS

- a. Bakelite board—black background.
- b. Payroll register—including bank slip at top right.
- c. Individual earnings statement.
- d. Individual earnings record.

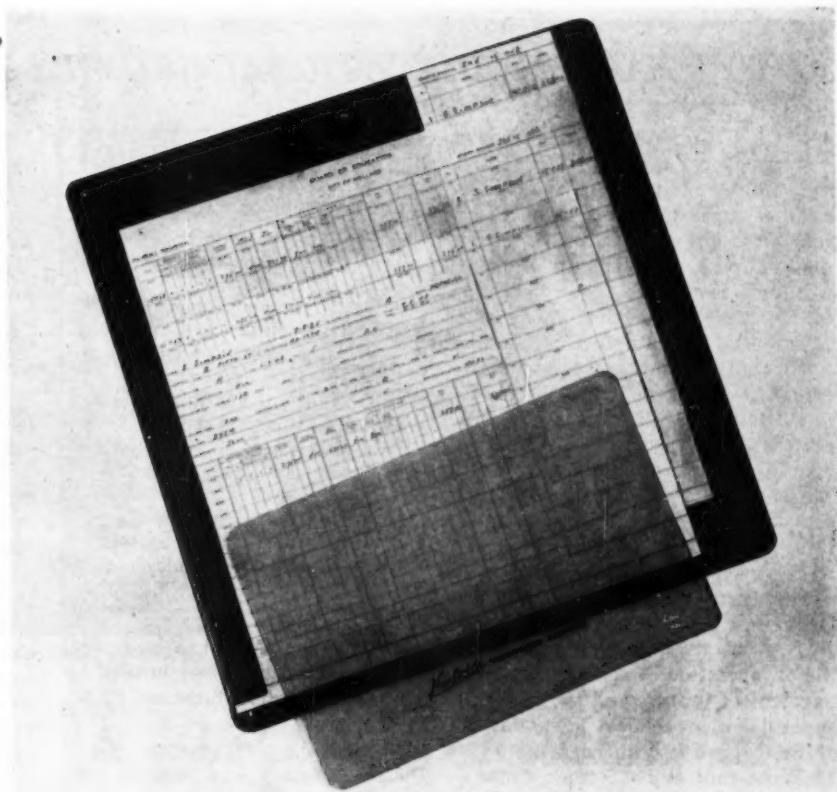
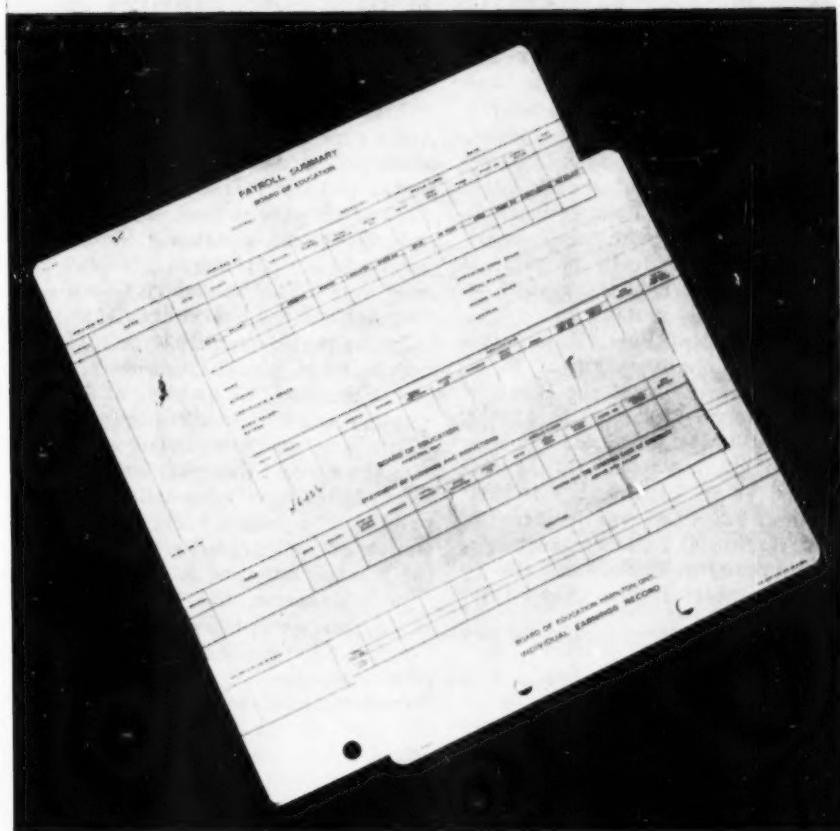


PLATE II SHOWS

The corresponding forms to Plate I above as used in systems using book-keeping machines.



Photographs of forms provided by  
S. R. Hart & Co. Limited, Toronto.

# FIFTY YEARS OF EDUCATIONAL GROWTH IN SASKATCHEWAN

THE STORY of Saskatchewan's Department of Education since the province became a part of the Dominion of Canada in 1905 is one of constant progress and effort by the men who have worked through the years to bring the best schooling methods to the children of the province.

To get the true picture of how education was brought to the province, one must look back to the period before 1880 when Saskatchewan was part of the North West Territories. At that time, any schools that existed were organized by voluntary action of the settlers or by the missions.

The first territorial school law, Ordinance No. 5, was enacted in August of 1884 and provided for the organization of school districts, payment of grants, and the general supervision of schools by a Board of Education. Grants were paid to 10 Protestant and 9 Roman Catholic schools under the provisions of this ordinance in the first year of its enactment.

The first report of the Department of Education, North West Territories, was dated October 1, 1886, and was submitted to Lieutenant Governor E. Dewdney by James Brown, secretary of the Board of Education. Mr. Brown, incidentally, remained with the department until his death in 1917, at which time he held the post of departmental accountant.

A Council of Public Instruction under the chairmanship of F. W. G. Haultain replaced the Board of Education in 1892, and in 1896 J. J. Goggin was appointed Superintendent of Education. During this period of its history, the Department of Education was quartered in the Territorial Buildings on Dewdney Avenue in Regina and also in various offices in the Queen City.

## Department Set Up

Then in 1901, legislation was passed abolishing the Council of Public Instruction and all matters concerning the schools were placed under the control of the newly-constituted Department of Education. From 1901 until 1906, when

## SASKATCHEWAN Ministers of Education

1905-09—Hon. J. A. Calder
Education Commissioner
1909-12—Hon. J. A. Calder
Minister of Education
1912-16—Hon. Walter Scott
1916-21—Hon. W. M. Martin
1921-27—Hon. S. J. Latta
1927-29—Hon. J. G. Gardiner
1929-34—Hon. J. T. M. Anderson
1934-41—Hon. J. W. Estey
1941-44—Hon. Hubert Staines
1944—Hon. W. S. Lloyd

Saskatchewan became a province, the new department was headed by Commissioner of Education F. W. G. Haultain.

By 1905, the total number of pupils in Saskatchewan schools was 25,191, of which 620 were in the high school standards. Five Inspectors of Schools were appointed with 716 schools in operation employing a total of 1,001 teachers.

From the time Saskatchewan became a province in 1905, rapid progress was made in the field of education and two acts were passed in 1907 which were to have an important effect on the educational development within the province. The two acts were: The Secondary Education Act and the University Act.

In the period from 1905 to 1914, provisions were made for the training of teachers, the building of elementary and high schools, the care of neglected and independent children, the care of the deaf, improvement in courses of studies, the building of normal schools, the formation of consolidated schools and the transportation of pupils.

In this period, the Department of Education was housed in the old Trading Company building in Regina, which now is known as the Hamilton Block. In 1911, however, the staff of the department was moved to new quarters in the Legislative Building.

Many changes were made in the department in 1916, when the Sas-

katchewan Government appointed a specialist in rural education from the United States to make a thorough investigation of the province's education system.

In 1919, the department opened up several new branches. A director of education for New Canadians was appointed, and a branch was established for school district organization. A director of rural education was also named and a school hygiene branch was formed.

Further steps were taken two years later with the establishment of a branch for the supervision of boys' and girls' clubs while another special branch for the administration of the School Attendance Act was formed. By 1927, following the passage of the Vocational Education Act, three normal schools were in operation in Saskatchewan. The first was established in Regina in 1914, the second in Saskatoon in 1921 and the third at Moose Jaw in 1927.

Other developments up until 1927 included the establishment in 1926 of the Outpost Correspondence School, which supplied courses to students in inaccessible districts. This school was the fore-runner of the present Government Correspondence School.

It was around 1930 when the idea of consolidating school districts into larger school units began to get serious attention. The possibility of forming the larger units was brightened with the construction of more roads and more adequate means of transportation.

Then in 1929 the depression came, and hardest hit was Saskatchewan, which at that time was almost solely dependent on wheat production for revenue. As a result of the province's economic disaster, Saskatchewan's educational system suffered but in spite of the handicap, the department managed to maintain its record of development.

Early in 1930 the Teacher's Superannuation Act came into force, and in September of that year the Government Correspondence School was established. In 1931, a new

(Continued on page 36)



The Dunrae Gardens School addition was recently completed in the suburban town of Mount Royal, Quebec

## **THE POST-WAR BUILDING PROGRAMME**

### ***Of The Protestant School Board of Greater Montreal Owes Its Outstanding Success to Master Planning at the Start***

ON January 16, 1953, the Protestant Board of School Commissioners of the Town of Mount Royal, one of the ten boards under the administration of the Protestant School Board of Greater Montreal, officially opened a substantial addition to Dunrae Gardens School which doubled the number of classrooms to fourteen and provided a Kindergarten, a Visual Education room, a Crafts room, and a Gymnasium-Assembly, together with Administration and Medical rooms. Opened for pupils last October, this two-track school is already filled to capacity.

The New Building Programme of the Greater Montreal Board, actually breaking ground in the early summer of 1949, has to its credit, as operating at the end of 1952, eleven such substantial additions, 1 large capital elementary school with a capacity of 1000, 3 two-track schools of 600 each, 3 one-track elementary schools, and 3 large composite high schools, all filled to capacity. The early part of the Programme also included the remodelling and re-building of an elementary school that had been burnt, and the complete reconditioning of a capital elementary school.

In addition, under construction in various stages of completion, are 4 two-track elementary schools, 1 one-track elementary, and 3 substantial additions. In the planning stage are 4 substantial additions and 3 two-track schools. Lined up for immediate review are 1 substantial addition, and 4 two-track elementary

schools, 2 one-track elementary schools, with a probable 3 composite high schools close to the horizon.

This actual accomplishment of the Protestant School Board of Greater Montreal and its associated Boards, viewed in a piece, is a formidable and substantial achievement. Behind it lies the even more substantial regard, planning and supervision of the Planning and Building Committee of the Protestant School Board of Greater Montreal, charged with the direction of the New Building Programme of the eleven Boards which form the Greater Montreal Board.

The Montreal Protestant Central School Board, renamed by recent enactment The Protestant School Board of Greater Montreal, was formed in 1925 as the financial controller and director of eleven municipal Protestant School Boards in the Montreal area:

**The Protestant Board of School Commissioners of the City of Montreal**

**The Protestant Board of School Trustees of Verdun**

**The Protestant Board of School Commissioners of La-chine**

**The Protestant Board of School Commissioners of Co-teau St. Pierre**

**The Protestant Board of School Commissioners of the Town of Mount Royal**

**The Protestant Board of School Trustees of Point-aux-Trembles**

**The Protestant Board of School Trustees of the Town of St. Laurent**

**The Protestant Board of School Commissioners of the Town of Hampstead**  
**The Protestant Board of School Commissioners of Sault-au-Recollet**  
**The Protestant Board of School Commissioners of the City of Westmount**  
**The Protestant Board of School Trustees of the City of Outremont.**

On July 1, 1945, nine of these local Protestant Boards united under the administration of the Montreal Protestant Central School Board. In July, 1951, the Outremont Board joined this administration. In July, 1952, the Westmount Board asked the Protestant School Board of Greater Montreal to direct the maintenance of its schools, and take over the supervision of its new buildings.

Of the many problems incident to the unified administration of 1945, perhaps the most pressing was adequate school accommodation. The programme of building reconstruction, noted at the beginning of this article, has been the result of much planning by the Greater Montreal Board through its Planning and Building Committee over a period of years beginning in 1945. A master plan, modified and re-arranged by the advice, information, assistance and cooperation of the Local Boards, has been the blue-print that has guided this effort.

In November, 1946, this plan was presented as a report to the Board by the Planning and Building Committee:

"A most serious problem confronting the Board, and calling for prompt and immediate action, is the provision of adequate accommodation for the school population in the area under its jurisdiction.

"The existing school accommodation has been overtaxed for years as a result of the explosive growth in the number of pupils requiring High School education. Approximately 2000 High School students are housed at present in Elementary School buildings, and all of these will have to attend at least 2 schools to get this education.

"Further, much needed relief is required in certain critical areas for Elementary Schools, where overcrowding has resulted from extensive population shifts. To relieve this overcrowding, three years ago steps were taken to purchase land sites on which to erect new High School and Elementary School buildings. Unfortunately, during the war years labour and materials were sharply curtailed for civilian use, and the building programme could not be advanced beyond the sketch plan stage.

"No new complete and permanent building has been erected within the last twelve years, and the appropriation for the maintenance and repair of the existing school buildings was drastically cut for ten years during a period of financial stringency. This reduction of the maintenance programme has intensified the present urgency. Reconstruction and reconditioning are emergent needs to offset the deterioration of the physical properties in the school plants resulting from the former rigid economical policy."

In February, 1946, the Board, recognizing these imperative needs, authorized a general survey of the whole school system under its jurisdiction:

(1) To determine of the existing buildings.

- (a) those that should be discontinued owing to building obsolescence and population shifts;
- (b) those whose educational and physical facilities should be modernized, with particular reference to raising standards of lighting and sanitation;
- (c) the priority needs of those schools to be modernized.

(2) To prepare spot maps to show pupil concentration throughout the area.

The findings of this survey were embodied in a Report which has 157 pages of statistical, topographical, educational, and school planning data.

The Planning and Building Committee of the Board spent many weeks studying the Report, along with the recommendations of the Education Officers, on building needs in relation to future educational developments; they also examined the representations of the Department of Buildings as to the necessary repairs, alterations, and renovations of the buildings. After much study the needs

- (a) for the provision of new building,
- (b) for the construction of additions to existing buildings, to maintain the standards of educational facilities,
- (c) for the renovation of lighting, sanitation, and general physical condition of the existing buildings, were classified as Urgent, Pressing and Needed.

In the Urgent section of (a), for example, were placed 3 new high schools: 1 in Notre Dame de Grace, 1 in Rosemount, and 1 in Mount Royal, all in the suburban areas; 2 elementary schools in the Snowdon-Cote des Neiges district were also listed in this section.

The first item for examination is the projected ring of high schools to which this report makes reference. These high schools were projected in the following areas: Maisonneuve, Rosemount, Park Avenue Extension, Mount Royal High. This policy of keeping the high school population within its own areas was a reversal of policy on the part of the Board indicating undoubtedly the influence of the Local Boards to raise high schools which would serve not only as schools but as community centres which would enable not only the children to remain in the community but would be of service to the community in general. The elementary school buildings referred to were designed to serve new building developments in the Snowdon-Cote des Neiges area. This constitutes the first part of the Building Programme: i.e., first, the ring of high schools and, secondly, the need for elementary school buildings due to population shift and development. The third and subsequent paragraphs of the report dealt with reconstruction and reconditioning. This constitutes the second and a very important phase of the problem. It was necessary to determine with the help of local information which of the schools in existence could serve the school community and what was necessary to be done to bring them up to a satisfactory physical condition.

As the Report says of the existing buildings: (a) those that should be discontinued due to building obsolescence and population shift; (b) those whose edu-

cational and physical facilities should be modernized, with particular reference to raising the standards of lighting and sanitation; and (c) the priority needs of these schools to be modernized. For this purpose a partial solution was obtained by the authorization of a general survey of the whole school system to obtain an estimate of Protestant births from 1940-1950, an estimate of total school population from 1946-1956, an analysis of school regional groups, setting forth immediate and prospective needs of the schools in each group and a summarized conclusion of the system setting forth the plan to insure that there should be sufficient elementary and high schools available for the area in the next ten years. Spot maps to show pupil concentration throughout the areas were also prepared for this general purpose. This report provided the Board with the total pupil population that the Board was likely to get as a system but it dealt largely in antecedent probability and could give no idea of the growths in specific areas. It is here that the value of the information garnered by the Department of New Buildings, by Education Officers and Population Surveys and the advice of the local boards has enabled the Central Board to reshuffle the categories. By these representations the Central Board was able to interpret its needs and revise its original plan in degree of urgency.

The story of the Building Programme now divides itself into categories. "Urgent, Pressing and Needed", which have become significant phrases in the development but have been subject to change as new information of local needs has been presented to the Board. And so, new high schools and new elementary schools are divided into these categories as are the additions to existing buildings and the rehabilitation of old buildings. As an example of the value of up-to-date local information there was insertion into the Building Programme of a new category of building "short-term building", which was designed to take care of explosive population growth in areas such as Lachine and St. Laurent. This new problem was a matter of much research, examination and discourse and resulted in the erection of a Quonset hut addition to Royal Vale in Eastern N.D.G., a Steelox addition to Lachine and new temporary Steelox Building at Elmgrove in St. Laurent.

The reconditioning phase of the problem, as indicated in the Report was also a feature of the Building Programme. As the quoted report says there was in

1946 a dire need for rehabilitation in 50% of the schools. The report continues to state that these will provide adequate educational service for many years provided they are modernized. The modernization can be achieved in three main categories—colour and lighting; furniture and flooring; and sanitation. To provide for this effective rehabilitation, then, it was necessary for the Board to conduct research through specialists and specialist committees so that when the term "modernized" was used it would mean the best available in all these categories. Consequently, a Committee on Standards and Research was set up in all of these categories.

The results of the work of these committees, while immediately applying to schools whose rehabilitation is urgent, was also placed in the short-term buildings and have come under discriminate consideration for the new schools that are being built, but at the moment they are in action in sustained annual programmes of improvement in the old schools of the whole system.

It might be well to note that a very determining factor in the reshuffling of these categories has been the mushroom growth of residence building in the suburbs of the administration of the Greater Montreal Board. In Montreal East and North, in St. Laurent, in Mount Royal, in Northern and Western N.D.G., in Western Lachine, new schools, as they have been completed, have been immediately filled to capacity and, indeed, in many cases, have required immediate additions or the laying of plans for another new school adequately to cope with sudden population increase.

Another facet to the problem of building these new schools is that present day education calls not only for the provision of space to teach the three R's, but must include space for health, recreation, and social expression, and for the teaching of the practical arts which have become integrated into the curriculum even of the elementary schools.

In recent years the expansion of educational services to include Kindergarten classes in the set-up of elementary schools has been another determining factor in this new building programme. The urgency of providing this additional accommodation led the Board to seek in church and public halls the accommodation coverage during the earlier stages of its building programmes. While many of these halls are still being used, the new school buildings will in time be able to house the very considerable and continual increase in the Kindergarten population.

## ***The Board's Department of New Buildings Translates Plans in Action***

Acting as the instrument of the Planning and Building Committee of the Board is the Department of New Buildings. While technically all buildings, new and old, are under the direction of the Local Boards, who initiate all action in connection with them, actually all plans, specifications, etc., must be approved by the Greater Montreal Board.

It is the business of the Department of New Buildings:

- (1) To examine and report on sites for new building.

- (2) To represent the interests of the Greater Montreal Board in its building programme.
- (3) To service and advise architects as to requirements associated with new buildings.
- (4) To check plans on behalf of the Greater Montreal Board and report on these to the Board.
- (5) To assist in routine business attendant on tenders.
- (6) To aid in the supervision of work being done on new buildings. This includes equipment requisitioned by the Educational Consultant and supplied

by Purchasing Department to be installed in the new buildings.

A former function of the Department of New Buildings has now been taken over by the Population Planning Group, whose business it is to estimate the direction and increase of new building projects, and therefore from the present and future school population.

The money necessary to finance this extensive building programme has been, and will be, provided by issues of Bonds by the Protestant School Board of Greater Montreal, under the direction of the Quebec Government, and with the approval of the Government's Municipal Commission. So far, \$10,300,000 of

these bonds have been issued. Another issue of \$1,500,000 is at present being arranged. This procedure serves to spread the cost of these new schools over a long period of years.

Population trends and increases indicate that for many years the Planning and Building Committee will be exceedingly busy adequately housing the school population of its administration. But the master plan and procedure has stood the test of the rush of the post-war years. With the experience gained, the Committee are hopeful that they can accomplish their future mission as adequately as they are achieving the present.

## Fifty Years of Educational Growth

curriculum for elementary schools was adopted and a Teachers' Guide was published.

### Correspondence School Busy

As a direct result of the depression, the work of the Government Correspondence School was increased far beyond normal expectations and in the 1930-31 season a total of nearly 5,000 students took the high school courses and in 1931-32 this number increased to more than 9,000.

In 1932 the government was forced to reduce the elementary and secondary school grants by one-third and this reduction and the loss of revenue through non-payment of school taxes made the operation of school districts and the payment of adequate teachers' salaries extremely difficult. In the 1937-38 year, conditions had changed for the better and by 1940 had become almost normal.

Towards the end of 1933, plans were completed for the opening of the book bureau — a distribution centre for school texts and reference books—which has been greatly expanded since the date of its inception.

In order to increase financial aid to schools the provincial education tax was introduced in 1937 and the entire proceeds from the taxation system were ear-marked for development of education in Saskatchewan.

Few important changes were made in school administration during the Second World War years, but immediately after hostilities ended, a new era in educational development began.

### Larger Units Formed

In 1944 an act was passed to provide for the establishment of larger school units, and in the same year the administration of the Industrial School for Boys was transferred from the Department of Education to the Department of Social Welfare.

Also in 1944, revisions streamlining the high school curriculum in the province were instituted and changes were also made in the correspondence school curriculum. By November of 1945, a total of 29 larger school units had been formed and a new minimum salary for teachers had been established by the legislature.

A new branch was added to the department with the appointment of an administrator of education for Northern Saskatchewan. The following new services have been established within the department during the past few years; a supervised program of school music; audio-visual services; school broadcasts; a guidance program; an adult education branch; a technical education branch; and technical assistance to libraries.

### Modern Music Methods

Progress in these branches since their inception has been outstanding. A supervised program of school music is under the direction of Rj Staples, who has introduced various modern systems in the field of musical instruction for school pupils.

The audio-visual service and school broadcasts branches work closely to bring lessons to pupils in outlying areas and in the cities through the medium of radio and

—Continued from page 32

films. The school broadcasts division also works closely with other provinces in Canada and annually each province contributes a portion of a school broadcast carried by the Canadian Broadcasting Corporation on a national radio network.

### Guidance

The guidance program directed by the department was designed to advise and discuss with students problems concerning the pupils' future after leaving school. Through these discussions with the pupils, teachers and vocational experts can advise the student what sort of course he should study in school which will best serve him in the working world.

The technical education branch is concerned mostly with directing instruction in the province's various technical schools while the division providing technical assistance to libraries directs the selection of books which are used by students.

During 1947 the inspectorial staff consisted of 60 elementary school superintendents and three high school superintendents. A new branch of the department provided for a program of physical fitness under a director.

The year 1952 marked the 28th anniversary of the passing of Ordinance 5, the government order which was the first step towards bringing education to the province of Saskatchewan. Those 28 years have witnessed a remarkable development in education, of which those who served with the department in the past and the present may well be proud.

# **Vancouver's New School Administration Building**

## **Houses Administrative and Supervising Staff Under One Roof**

### **Modern and Functional in Design, Incorporates New Features in School Administration Buildings**

**A**FTER years of working under the cramped conditions of an outdated administration building, the Vancouver School Board and its administrative staff now occupy a completely modern unit which has been designed to take care of its expanding needs for many years to come. The former office of the Board was constructed in 1910, when the Vancouver school system enrolled 9,942 pupils and possessed a teaching staff of 255. Today, there are 45,192 pupils attending school and the teaching staff has risen to 1,692.

The new office, officially opened by Mr. H. N. MacCorkindale, Superintendent of Schools, is modern and functional in its design and incorporates many new features in school administration buildings. A concrete office building, faced with brick and aluminum, it was designed by the School Board Architect, Mr. E. D. King, and staff, and constructed at a cost of \$573,617.00. Its 60,000 square feet of floor space make it possible once again to house all the Board's administrative and supervisory staff under one roof.

During the planning of the building, innumerable consultations were held with Trustees and officials, and information was obtained from cities in Canada and the United States with a view to designing an administration building which would facilitate the efficient functioning of its various departments. Each office is situated as near as possible to the Department with which it is most closely associated.

In the centre of the building on the main floor, is the office of the Superintendent, the chief executive officer of the Board.

On the same floor, is the office of the Secretary-Treasurer, Mr. H. F. Hines, who is responsible for the Department of Business Administration. The need for providing adequate accommodation for this Department is readily realized when one considers the fact that the Vancouver School system is now one of the largest business organizations in the city. The current operating budget for 1952 was \$10,570,189. In addition, the Secretary-Treasurer was responsible for the expenditure of a budget for extraordinary expenditures of approximately \$5,000,000.

Also located on the main floor is the office of the Assistant Superintendent in charge of the Department of Elementary Education, Mr. O. J. Thomas, and the office of the Assistant Superintendent responsible for the organization and administration of secondary schools and the Bureau of Measurements, Dr. R. F. Sharp.

The fourth department head with offices on this floor, is the Director of Adult Education, Mr. Graham

Bruce, who is in charge of the night school programme and the two adult schools: the Vancouver Vocational Institute and the Art School.

An auditorium with a seating capacity of approximately 120 is situated near the main entrance.

The office of the Director of Construction and Maintenance, Mr. E. D. King, who is also the Board's Architect, is located on the second floor. Mr. King, the fifth department head, has jurisdiction over the planning and construction of new buildings and additions, and the maintenance of existing buildings and grounds. He is assisted by a Building Superintendent and a Chief Engineer. The second floor also includes a well-appointed Board room, a committee room, a Board luncheon room, a staff cafeteria, and rest rooms.

The supervisors' offices and workrooms are situated on the third floor. New facilities provided in the administration building have greatly aided these specialists. A craft room, a music room, and a number of conference rooms have been provided for in-service training classes. The officials' and teachers' central reference libraries are also on this floor.

The fourth floor houses the Bureau of Measurements, a department for research and special services. Here, adequate office accommodation is provided for the Director, Personnel Assistant, Psychologists, and Supervisor of Special Classes. Special testing rooms are also included.

In the basement, the greater part of which is above ground owing to the topography of the site, are located shipping and receiving rooms, and a mimeographing section. The office and special facilities provided for the Supervisor of Visual Education, are on this floor. These special facilities include, among others, a preview room, laboratories, and dark rooms.

The new building is conveniently located in the central part of the city, outside of the busy commercial and industrial sections. This has made possible the provision of adequate parking space and has facilitated transportation to and from the schools.

Mr. J. E. Eades, Chairman of the Vancouver School Board, has the following comment to make on the new administration building:

"After completing our first full year in our new administration building we wonder how we managed for the last few years in our old quarters when it was impossible to increase our staff to cope with the expanding enrolment and services. We have now been able to bring into full play the Administration Code prepared and approved by the previous Board to permit the development of our organization to meet the increasing calls upon it."

See Illustrations and Plans of the School Board Administration Building on the following pages, 38, 39

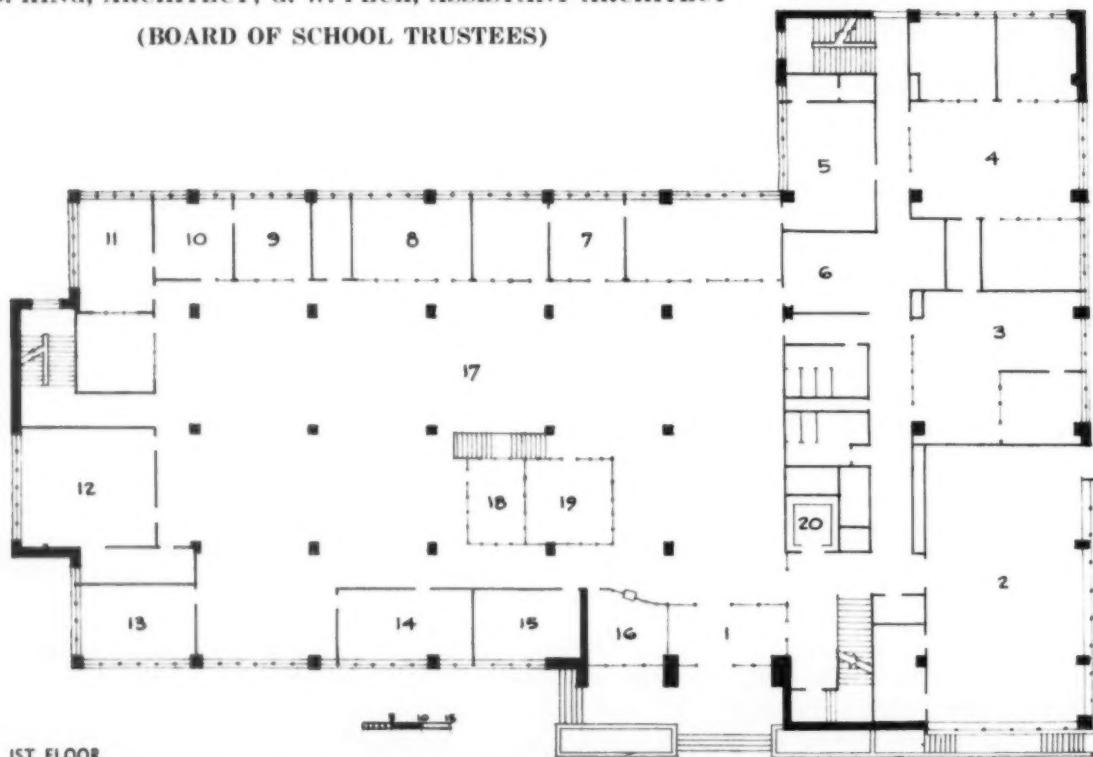


SOUTH-EAST ELEVATION

Industrial Photographics

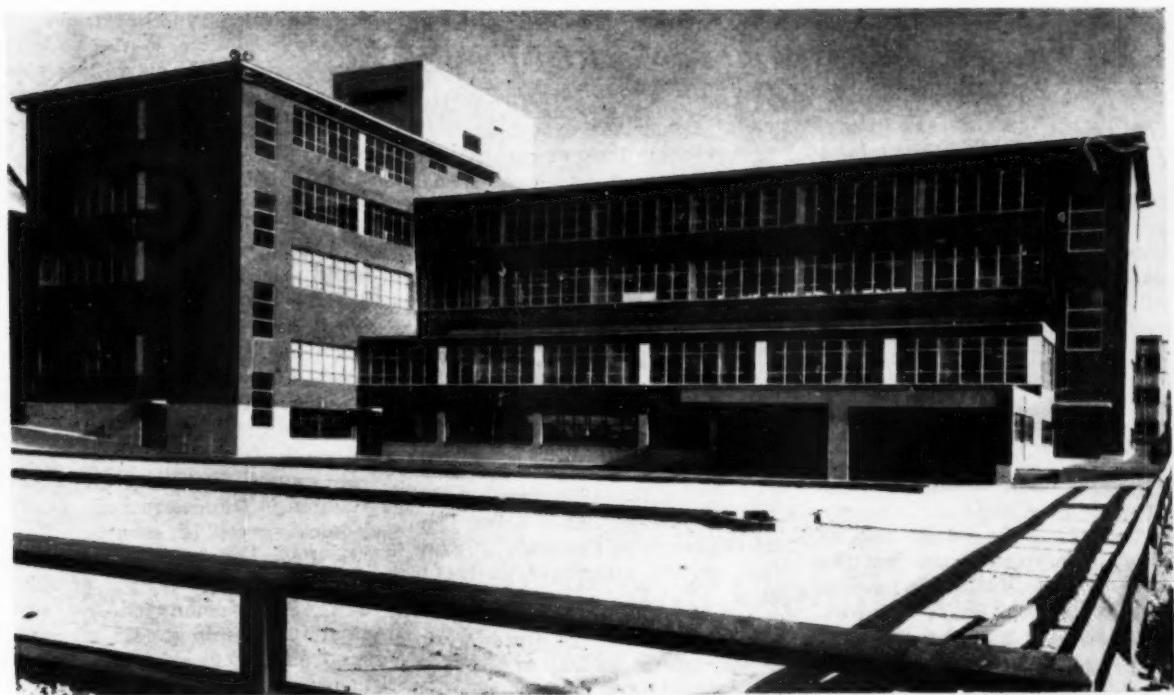
## ***School Board Administration Building, Vancouver, British Columbia***

**E. D. KING, ARCHITECT; G. W. PECK, ASSISTANT ARCHITECT  
(BOARD OF SCHOOL TRUSTEES)**



1ST FLOOR

SCHOOL PROGRESS



Industrial Photographics

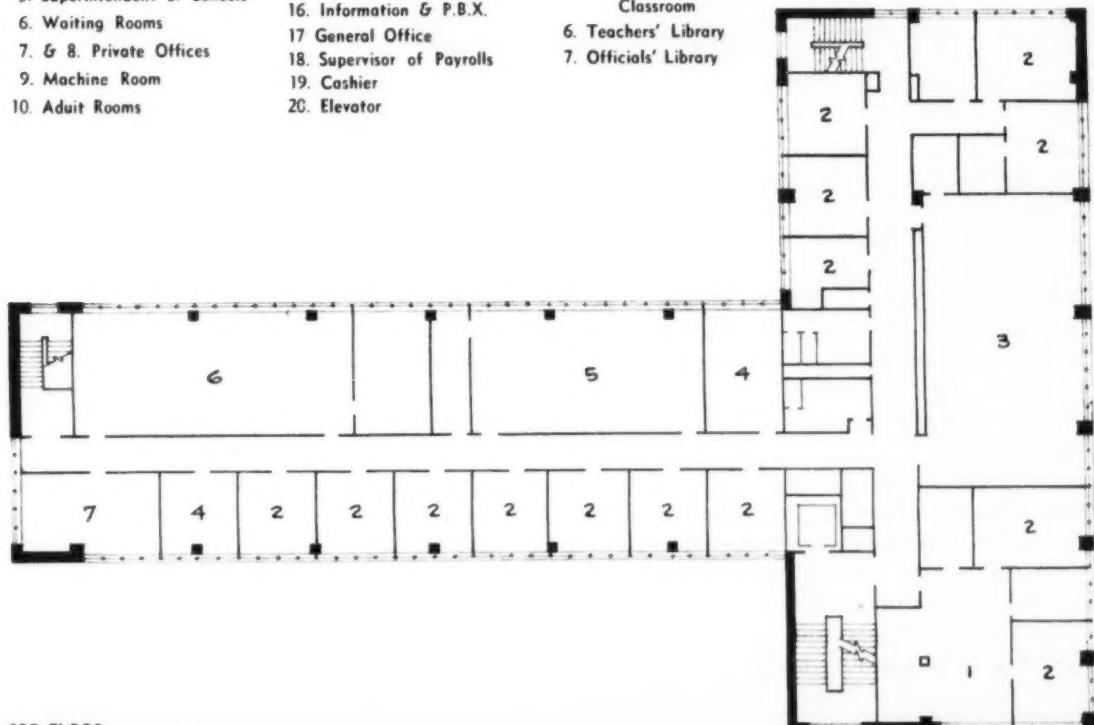
NORTH ELEVATION

1ST FLOOR

- 1. Lobby
- 2. Assembly Rooms
- 3. Adult Education Director
- 4. Inspectors of Schools
- 5. Superintendent of Schools
- 6. Waiting Rooms
- 7. & 8. Private Offices
- 9. Machine Room
- 10. Adult Rooms
- 11. Accountant
- 12. Purchasing Agent
- 13. Building Superintendent
- 14. Chief Engineer
- 15. Conference Room
- 16. Information & P.B.X.
- 17. General Office
- 18. Supervisor of Payrolls
- 19. Cashier
- 20. Elevator

3RD FLOOR

- 1. Supervisors' Stenographer Pool
- 2. Supervisors' Offices
- 3. In-Service Training Workshop
- 4. Conference Room
- 5. In-Service Training Music Classroom
- 6. Teachers' Library
- 7. Officials' Library



3RD FLOOR

## SCHOOL ACCOMMODATION PROBLEMS

At this time of year it might be useful, or at least interesting for readers of SCHOOL PROGRESS to have a sort of birds-eye view of the situation regarding school accommodation across Canada. We, therefore, provide here-with a table showing census figures and figures on school population across Canada, followed by information regarding key centres from coast to coast in the Dominion.

\* \* \* \*

Like in other urban centres in Canada, the schools of Vancouver are bursting at the seams. This situation is in spite of the fact that some millions of dollars have already been spent in the post-war period striving to bring the city's school system up to date to meet demands for increasing attendance.

This year a total of \$1,500,000 is being requested for construction of new schools, and to this end the parent-teacher groups and the teachers' associations have issued a leaflet which portrays in novel and

vivid manner the urgent need for new schools. Present enrolment in elementary and secondary schools of Vancouver is given at 44,500. It is estimated that this figure will be increased to over 57,500 by 1957 making necessary a 30% increase in school accommodation in the next three years.

\* \* \* \*

In Alberta during 1952 school building projects eligible for assistance under the School Buildings Assistance Act totalled \$12,000,000. The figure for 1953 has not yet been estimated, but judging from developments in Canada's oil province, it will altogether likely top 1952.

\* \* \* \*

In the province of Ontario, the Department of Education estimates that \$25,000,000 will be required for new school projects to be launched in the province during the first six months of 1953. About \$13,000,000 of this estimate will be spent on one hundred new elementary school projects including

new buildings and additions to present schools. Twenty-five secondary school projects will require the remaining \$12,000,000 of the \$25,000,000 estimate up to June 1953.

At the present time in Ontario there are 187 school projects under way for which some \$36,000,000 have been appropriated. Of this figure approximately \$20,000,000 is for secondary schools, and the remaining \$16,000,000 for elementary school accommodation.

Department of Education officials estimate that the demand for increased school accommodation will not reach its peak until after 1960.

By way of illustrating the school situation in Ontario in more detail, a quick survey of suburban Toronto gives the following startling picture for 1953. Boards of Education in the municipalities surrounding Toronto expect an additional enrolment of some 10,000 students this year, and plans for construction of new schools and expansion of existing schools will add up to a cost of \$4,500,000. At least ten new elementary schools will be required and one million dollar secondary school.

\* \* \* \*

The post-war programme carried out by the Protestant School Board of Greater Montreal has a budget in the neighbourhood of \$10,000,000. Twenty-seven new schools were under construction during 1952 in the area outside greater Montreal. Twelve new schools are presently being built or enlarged within the area of the Protestant School Board of Greater Montreal.

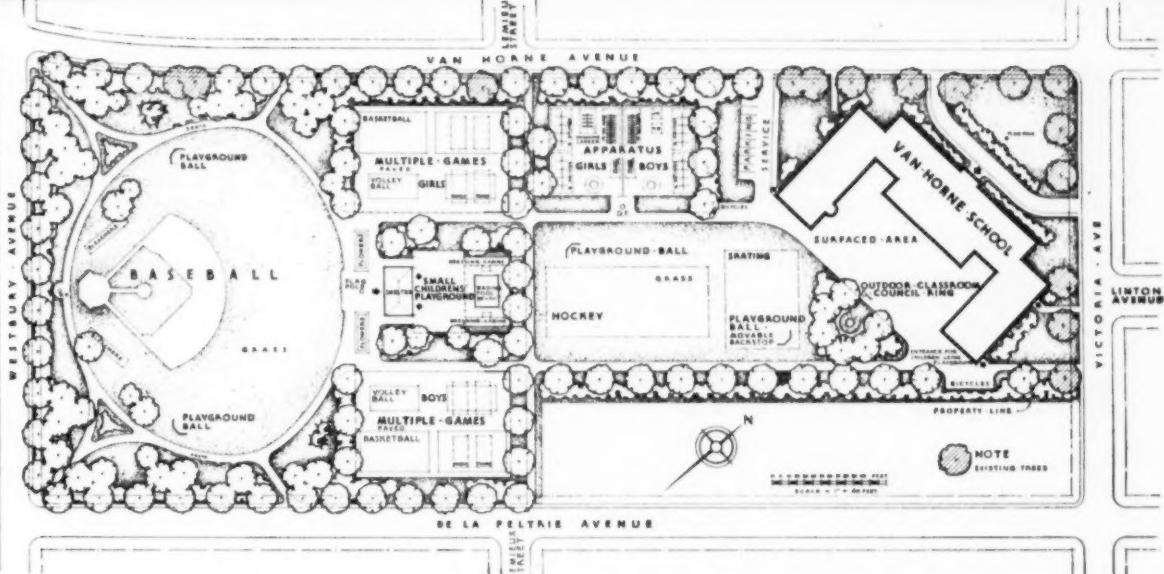
With immigration and Canada's birth rate of over 2% of the population, Canada's school population is indeed booming, and will actually require hundreds of new schools each year just to provide seats for additional pupils. It is now known that the increased school enrolment of 1952 over 1951 was well over 120,000 pupils. On top of this is the rapidly approaching flood of pupils into the secondary schools which will begin in 1956 and not reach full tide until 1960.

\* \* \* \*

It looks as though the school boards of Canada are going to be in the construction business full time for many years to come.

### Some Vital Statistics on Canadian Schools

1951 census—Children 4 years old and under .....	1,722,000
1941 census—Children 4 years old and under .....	1,051,000
Increase 1941-1951—Children 4 years old and under .....	671,000
1951 census—Children 5-14 years of age .....	2,478,000
Increase 1941-1951—Children under 15 years of age .....	1,000,000
1951 census—Children 15-19 years of age .....	1,058,000
1941-1951 Ten year average increase all Canada .....	24%
1941-1951 B.C. Increase — Top for Canada .....	47%
1952 Increase of school pupils over 1951 .....	120,000
Pre-school children in Canada .....	1,722,000
Elementary Schools .....	2,000,000
Secondary Schools .....	500,000
Private Schools .....	110,000
Indian Schools .....	25,000
Universities (Including part-time 155,000) .....	100,000
Canada—Total number of students in school .....	2,735,000
Number of Schools (approximately) Canada .....	30,000
Number of Classrooms (approximately) Canada .....	88,000
Number of Teachers (approximately) Canada .....	90,000
Total Cost of Education for Canada .....	\$375,000,000



## **School Grounds—As Park and Community Centre**

A. LESLIE PERRY, ARCHITECT, MONTREAL

As Architects we are prone to have the impression that the building which represents, in a Modern School, such an enormous planning problem costing large amounts of money is the only consideration and the layout and landscaping of the site is a problem that must await the completion of the building project. This often means that the opportunity for the best development of the site is irrevocably lost to the school and the community, and the community can make good use of the facilities that can be provided as the out-of-door part of a school programme.

Normally the architect is never the one to determine whether or not a school is needed in a given locality. Landscape architects could be of genuine assistance in the determination as also could we be in considering the adequacy of the land for the building—the size and shape of which we have soon got some idea. We can also assist in calling attention to certain rules regarding recommended acreage per hundred pupils that school boards are not always familiar with. Nevertheless, we are seldom called in until the matter is a "fait accompli" and nothing can be done about it.

There are guides in this connection that have been accepted by school administrators. One of the most accepted follows the recommendation of the Connecticut State Department of Education, School Building Code, which was printed in this Journal some years ago in the form of a graph. This graph suggests areas that have been found adequate and is sufficiently important to justify reproducing again.

Years ago when children's legs and street cars were the only means of getting them to school, the selection of a school site was determined only by its accessibility and we all know handsome and costly schools that have no playground space at all. This can be very embarrassing as in Outremont we have the case of a high school where additions are essential to round out

the curriculum but because these will fill up all available space the town council refused to permit (apparently because the surrounding proprietors were afraid that the children would clutter up the lawns and street). The matter has been submitted to the highest courts and it looks as though the school will be granted the necessary permit. But consider what expense and bad feeling could have been avoided had the school board fifty years ago acquired land—which was available—along the lines of the Connecticut recommendations.

This school has the usual athletic programme but it is necessary to transport the students a considerable distance to their playing. With the crowded present day schedules the time lost is serious to say nothing of the expense of transportation.

In Montreal we have two other high schools that were more fortunate — probably by accident! One is the Westmount Junior High School which faces the magnificent Westmount Park and the other the Le Plateau Academy in the centre of Parc Lafontaine. The former has facing it public park space that accommodates two skating rinks in the winter and in the summer softball diamonds, tennis courts and a football field. The area also has full park facilities all of which are used equally by the school children and the community. The Plateau Academy has greater park facilities but this school does not put the same emphasis on athletics as a part of the school training.. After hours, however, the fourteen tennis courts, softball diamonds and hockey rinks are continuously used.

In the Town of Mount Royal a new high school has just been completed that has an equally good setting. In this case although the site is not as centrally located as the population density would indicate, the Board decided that the wonderful play and sport facilities provided by the city park made the land ideal. Certainly with modern means of transportation it is possible to

go farther afield and select a site that is adequate. In this case the grounds adjacent to the school comprise all the facilities already mentioned and a full size athletic field, running track and bleachers. In the case of the Plateau Academy and the Mount Royal High School the Schools reciprocate for the use of civic recreation areas by providing the community with well-equipped concert halls and gymnasias for the use of badminton clubs and other outside organizations. The Halls are in frequent evening use for the presentation of plays and recitals by concert artists. The libraries are also well used.

In the three cases described above, school boards have shown great wisdom by locating their buildings adjacent to large public parks. Wonderful facilities are thus available at no cost to the schools. There seems to be no conflict with the use of the parks by the public as this occurs after school hours.

One of the most beautifully located schools is the MacDonald High School at Ste. Anne de Bellevue. Here is a school occupying land furnished free by MacDonald College which is a part of McGill University. The grounds of the college comprise of hundreds of acres and the part where the school and college buildings are located is beautifully landscaped. This landscape work was laid out at the same time that the buildings were planned so that an extraordinarily attractive combination of roads, foliage and buildings has resulted. There are adequate playing fields and all of these facilities are used by the community to the fullest extent.

In the new Montreal Protestant schools under construction or being planned, sites have been chosen that conform roughly with the recommendations of the chart already referred to. These sites as will be seen from the one illustrated give ample chance for development of playing facilities all of which are intended for community use. How free these facilities are made available often depends on the attitude of the public as unfortunately the damage to buildings has very often resulted in compelling the erection of security fences to permit of better control. In Montreal, however, an interesting arrangement has been made between the school authorities and the city. The latter supervise the playgrounds after school hours and during the months that the schools are closed. In return the school makes available an office for a supervisor and the locker and shower areas. During the summer the city assumes all maintenance costs and erects what play facilities are necessary for small children. In the winter the city constructs the skating rinks and maintains them. Thus we have a case of school property being at the disposal of the community under the best of circumstances. The areas are suitably fenced to assist supervision.

In the smaller cities of Quebec the idea of large areas has taken root and we have high schools at Three Rivers, Asbestos-Danville, and Chambly where the sites comprise at least twelve acres. Here full playing facilities are contemplated or have been provided that will be shared by the public and the students alike. As the taxpayers are being called on more and more to provide money for schools and school grounds it is reasonable to soften the blow by making the facilities available for the community.

There is one locality where a wealthy landowner has presented the local school board with an estate con-

sisting of a mansion and four hundred acres of land on which is a well constructed nine hole golf course and a small pond. This property is rolling and if a new school can be financed there will be a wonderful opportunity for a landscape architect to do something outstanding. As the golf course can be retained this will provide a community facility that will really be something.

The writer is only familiar with the Protestant section of Quebec school buildings which are only a small proportion of our school buildings. Due, however, to a different conception of education the French speaking schools do not provide the same facilities for sports. This is considered generally as an activity to be followed as an extra curricular activity so that baseball diamonds, and football fields, etc. are not generally a part of the school terrain. In contrast with this is the idea now being worked out at the Westmount Junior High School where all gym periods, which are one hour — are carried out in the park. Even in the winter the skating rinks are used for hockey during the school hours and every pupil plays the game.

Some of our private schools have attractive park settings. Bishops College School near Lennoxville is a good example. The school is adjacent to a college of the same name where the layout of the grounds and the landscaping are reminiscent of the old world charm of a school such as Harrow in England. Some of the French speaking private schools, often part of a religious order, are set in spacious park-like properties. Some of these institutions have tennis courts, hockey rinks and anyone who has visited the Province will remember the large wooden structures erected for outdoor handball. Such school properties are not available to the public to any degree so are, therefore, outside the scope of this discussion.

The community use of school buildings is a subject that has been adequately treated in other issues, but community use also extends to the grounds where they have been designed for more use than a promenade for baby carriages — one should see the McGill University campus on a warm spring day to know what I mean. There is one problem that is important and that is maintenance costs that are naturally higher if the public has the free use of the property. In the case of the building facilities this has been adequately taken care of by making a charge for the use of any room. In some cases this has resulted in being a substantial source of revenue for the school. Some such arrangement should be possible in making available the special playing facilities that are a part of a well-provided school site. This is an argument in favour of fencing as a means of simplifying supervision which otherwise might require policemen in constant attendance.

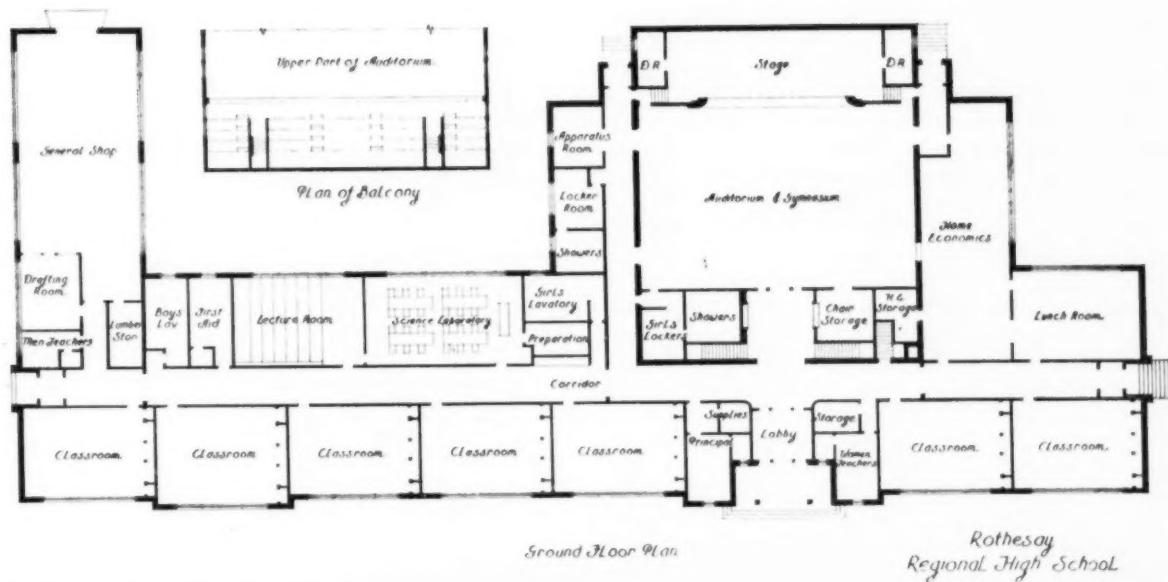
In considering the overall picture it is apparent that all school administrators are conscious of the need of adequate sites for new school building, and this space is being developed in such a way that the community will have full use of the grounds. There are more and more examples of the architect being consulted to ascertain that the ground will permit of the various playing fields required, and fortunate is the community where co-operation can be secured from the civic authorities that will match the wonderful work being done by Montreal.



## **ROTHESAY REGIONAL HIGH SCHOOL**

### ***Rothesay, New Brunswick***

The Rothesay Regional High School Building was erected in 1951. This is a semi-fire resistant structure of brick, tile and wood. It is a one storey building housing eight classrooms, science laboratory, home economics room, general shop, auditorium-gymnasium and offices. The contract price for this building was \$273,530.00.



## **THE SPOTLIGHT** —from page 22

### **Director of Teacher Training Appointed for New Brunswick**

Appointment of R. H. Chapman, Moncton, county superintendent of schools for Westmorland and Albert Counties, to the newly-created post of Director of Teacher Training, New Brunswick Department of Education, was announced in December by Hon. Claude D. Taylor, minister of education and municipal affairs. The plan of organization of the office of chief superintendent of education has been amended to provide for the new position.

The appointment of Mr. Chapman is the first step in a vigorous program to attract and hold more persons in the teaching profession. The fact that more than 500 persons, without any teacher training, are now teaching in the province's rural schools is considered ample justification for providing a full-time educationist to take this important problem in hand.

The new appointee will also have the responsibility of instituting a public relations program for education, for an adequate supply of teachers can only be ensured when the general public comes to realize more fully the contribution made by a teacher to the social and educational welfare of young people.

Mr. Chapman will have supervision over Teachers' College and affiliated institutions, including the rural demonstration schools, the program in all teacher-training institutions, and the recruiting of students for teacher training. Mr. Chapman will also act as dean of the Department of Education Summer School.

### **"Not Like the Old Days"**

The superintendent was subjected to criticism by the business and commercial interests of the City because the spelling, arithmetic, and composition of the graduates of the elementary schools did not meet the standards they assumed had prevailed in the past.

A copy of an old examination given in one of the schools of Springfield, Massachusetts, more than fifty years before was found, together with a record of the grades the children had received. This test was given to children in a representative group of New York City Schools. When the results were tabulated, they showed that the pupils had scored higher than those for whom the text had been prepared, despite the large number of foreign-born pupils who took it.

The criticism subsided when the results of the test were announced.

### **Geology Now Matriculation Subject in Saskatchewan**

The Saskatchewan department of education will offer a departmental examination in Grade 12 geology in June of 1953. The decision to provide official final examinations in the subject followed several months of study. It is believed to be the first time that an authorized course and examination in geology has been instituted in a Canadian high school.

At the same time, it is also announced that supplemental examinations will be offered by the department in Grade 12 accounting, business economics, shorthand and typing, as well as Grade 12 geology. In the

past, the department has not provided for supplemental examinations in business subjects due to relatively low enrolments in the courses.

In announcing these changes, the education minister noted that supplemental examinations were not designed primarily to provide a "second chance" to students who failed in the regular June finals, but rather for the benefit of students who were unable to write the regular examinations due to sickness or other valid cause.

### **Professional Training Through Exchange**

In spite of the unique opportunities for travel and valuable in-service training offered by interprovincial exchange, a comparatively small proportion of Canadian teachers apply each year. Lack of information, lack of initiative, or aversion to change make the majority of teachers unwilling to take the leap to learn first-hand something of teaching methods and school systems in other parts of the country. From the point of view of a central office, the variations between any two parts of the country appear infinite; too few teachers are aware of the similarities and differences which co-exist in Canadian school systems. It is remarkable that teachers rarely seek an exchange to Ottawa, despite the advantages which a year in this city might be expected to offer.

Any teacher who is 25 years (and preferably under 45 years) of age and has had five years' successful teaching experience is eligible for exchange. School boards should acquaint their teachers with the possibilities of exchange, which brings obvious benefits to the school systems concerned as well as to the individual teacher.

In each province one officer of the department of education has assumed responsibility for transmitting exchange applications to the CEA; a list of these officials, who can supply the necessary application forms, is appended below. Applications for the year 1953-54 should be received by the CEA via the provincial department of education not later than March 1, 1953, in order that satisfactory matchings may be arranged.

The CEA Directors last fall expressed concern that greater interest is not being shown in the advantages of teacher exchange, especially among the provinces; they urged that the various departments and provincial teachers' federations give wider publicity to this program.

#### **Provincial Officials in Charge of Exchange**

- Nfld.: Dr. G. A. Frecker, Deputy Minister of Education  
P.E.I.: Dr. L. W. Shaw, Deputy Minister of Education  
N.S.: Mr. S. E. MacKenzie, Supervisor of Attendance  
N.B.: Major I. B. Rouse, Teachers' College, Fredericton  
P.Q. (Protestant Schools): Dr. E. Owen, Special Officer  
(Catholic Schools): Mr. Fernand Ouellet  
Ont.: Dr. C. A. Brown, Registrar  
Man.: Mr. R. R. Robertson, Registrar  
Sask.: Mr. A. M. Derby, Registrar  
Alta.: Mr. D. M. Sullivan, Registrar  
B.C.: Mr. T. F. Robson, Registrar.

—Canadian Education Association Monthly News Letter.



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## **How To Make A Success of The School Board Meeting**

(1) *Never start a meeting without an agenda*—a list of things to be covered by the meeting. An agenda saves time. An agenda keeps a meeting on the beam.

(2) *State the purpose of the meeting at the beginning and read the agenda aloud*. Odd as it may seem, members of a meeting do not always know why they are there. Informing them of the purpose helps them concentrate on what the meeting is to accomplish. Also, it helps direct their thinking.

(3) *Keep the meeting moving*. Just as a meeting is seldom any better than its chairman, so it is seldom any more productive than the interest of its participating members. Interest flags when action lags. If you are chairman, keep the meeting moving.

(4) *Speak clearly*. If you are the chairman, you are the spearhead of the meeting. You have the agenda. You know what it's all about. If you can't be heard, you can't exercise control. If you have a low speaking voice, rap for silence before you speak.

(5) *Prevent general hubub*. When everybody talks at once, nobody can be heard. When nobody can be heard, nothing can be accomplished. Insist on order.

(6) *Avoid talking to individuals without talking to the*

group. Side conversations between the chairman and individual members disrupt the meeting.

(7) *Keep the speaker talking clearly and audibly*. If a member asks for the floor and is given it, it is up to you to see that he makes proper use of it. Interrupt him if necessary and have him repeat what he has said if you have the slightest suspicion that not everyone has heard him.

(8) *Sum up what the speaker has said and obtain a decision*. Not all members will be good at expressing themselves. It is up to you to determine what they have said and whether or not it has been understood—and get the decision of all members on the topic.

(9) *Stop aimless discussion* by recommending committee study. Occasionally subjects are discussed on which general agreement at the time cannot be reached. On such occasions, submit the matter to further study by a committee—which you appoint.

(10) *Keep control of the meeting* at all time without stifling free comment. Invite criticism and even disagreement. Also ask for support. And clarify issues by obtaining majority support.

(11) *Don't argue with the speaker*. Ask questions if you

—Reprinted from *The Michigan Education Journal*.

disagree. But remember—you, as chairman, are supposed to be neutral. No matter how ardent you feel, let the meeting make the decision. You're conducting a symphony, not playing a solo.

(12) *If you have a comment, or feel called upon to take part in partisan discussion, ask for the floor as a participant*.

(13) *Don't squelch a trouble-maker*. Let the meeting do it—call such trouble-making to the attention of the whole gathering. Again—you must remain impartial. It's the duty of the meeting to pass judgment—not yours. Let the meeting pass judgment not only on the issues but on the conduct of individual members.

(14) *Be aware of the participants' comfort*—temperature-wise, thirst-wise, etc. Members of a meeting are human beings. They are subject to physical laws as well as to your authority. Your meeting can accomplish more if all the members are comfortable and have all their physical needs attended to. Be sure there is enough light, enough air, enough water, and enough ashtrays.

(15) *Check at the end of the meeting* to see if every member feels his particular subjects have been adequately covered. It is your duty to see that sound and just decisions are arrived at.

### **The People's Theatre opens in Oslo**

A new People's Theatre, the biggest yet to be built in Norway opened recently in Oslo with a repertory including Shakespeare's "The Merry Wives of Windsor". The idea of a People's Theatre was conceived late during the 19th century when popular demand started the People's Theatre Movement. Since 1929, when

the People's Theatre Association was formed, its membership steadily increased and today 117,000 Norwegians belong to the Association.

### **A New Student Centre in Norway**

Homes have been built for 350 students at the Student Centre of Sogn, near Oslo, and the centre has been handed over to the Norwegian Student Association. The final aim is to build homes for 1,200 students, the work being financed by contributions and by municipalities throughout Norway who, in this way, secure accommodation for students from their districts who go to Oslo to study. An art collector (Rolf Sternersen) has given his collection of Modern Norwegian Art comprising more than 600 works, to this new student town.

In Tokyo, in 1947, the American forces arranged a contest between a Japanese clerk at an abacus and the Americans' most proficient user of the calculating machine. The result: although at various stages of the contest the machine showed itself more speedy, the final victory went to the Japanese and the abacus.

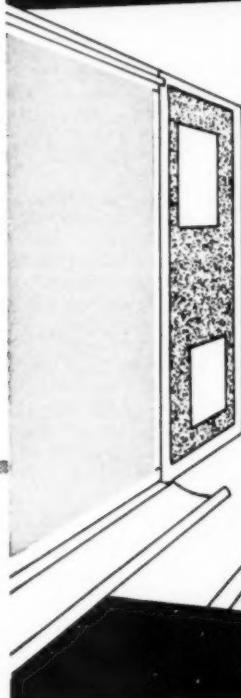


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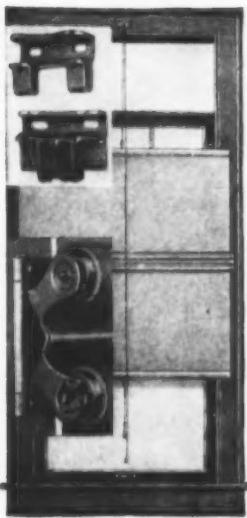
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## THE SCHOOL PROGRESS BOOK SHELF

**John A. MacDonald, The Young Politician** by Donald Creighton, Macmillan \$5.75.

Canadian teachers and students of history, particularly in the secondary schools and universities will want a copy of this important addition to the literature of Canadian history. It has a very definite place on the scholar's bookshelf. The author, Professor Donald Creighton of the Department of History, University of Toronto, is well-known to most teachers of Canadian history as the author of *Dominion of the North*, a history of Canada; *The Empire of the St. Lawrence*; and *British North America at Confederation*.

"John A. MacDonald, The Young Politician," is a worthy addition to this distinguished list of works and is the most ambitious project yet undertaken by Mr. Creighton. The present book is Volume I of the complete life of Sir John A. MacDonald and covers the period from his birth to Canadian confederation. Volume II is now in preparation and will cover the years from Confederation to Sir John's death. To historians the book is a fascinating biography of the life and political career of one of Canada's truly great statesmen and full use has been made of the great mine of MacDonald papers now available in the National Archives of Canada. Mr. Creighton has used these documents skilfully to produce a really lively appreciation of the man.

However, the book is much more than a biography of MacDonald. In tracing the life of the statesman in meticulous detail, the author also produces a detailed description of the development of Canada immediately prior to Confederation. Thus, the book is a very important addition to the historical literature of the Dominion of Canada. All school libraries will wish to have a copy of the present book, and the second volume when it is issued, for their history shelves. However, the writer suggests that the book's particular interest is for the scholar and the teacher.

**Suggestions on Teaching About Collective Security** — Unesco — University of Toronto Press — Toronto — Free.

In many countries, teaching about the United Nations is now customary. In 1950 there were at least 37 countries which included such teaching in the courses of study of their schools. The number now is larger, and one of the most important subjects of instruction is the effort of the United Nations to establish a system of collective security—arrangements for maintaining peace and security by settling disputes and suppressing breaches of the peace.

In order to assist teachers to interpret future incidents relating to collective security in a way which will be educationally sound, Unesco has pub-

lished a 38-page pamphlet giving "Some Suggestions on Teaching about Collective Security". The effort is to help the teachers to increase the pupil's knowledge and understanding, and his appreciation of the importance, complexity and difficulty of collective security.

The primary aim of the Unesco booklet is less to suggest teaching devices and classroom activities than to show how the complex issues may be simplified without being distorted, and how pupils may be led to perceive and define the problems inherent in man's quest for collective security. Thus, after an explanation of the historical evolution of the idea of collective security "by consent" and "through the rule of law", there is an explanation of how it was applied in practice by the United Nations in Korea. This is done by answering a series of questions, such as "Just what does the United Nations do to stop an aggression; and how does it go about it?"

"Enforcement is only one aspect of the problems involved in an international system of collective security", the Unesco booklet points out. "Our children should learn how countries are helped to settle their disputes peacefully, through the United Nations. They should come to understand, if none can yet resolve, the difficulties in the way of reducing armaments while a system of collective security is still only coming into being. They should also learn of the effects to build a world-wide system of economic, social and cultural co-operation, through which the tensions which result in national disputes might be diminished".

This booklet in English is one of three on the subject being prepared by Unesco as teaching aids for use in primary education. They have been written in English, French and Spanish by three authors from different parts of the world, and each appears in the language in which it was originally written. The French booklet, "Enseignement Relatif à la Sécurité Collective", has already been issued.

**Perspectives**—a quarterly literary review—British Book Service, 1068 Broadview Ave., Toronto. One year's subscription, four issues \$3.50; single numbers \$1.00 each.

We have been very much interested in receiving the first issue of a new international literary review which has the stated aim of interpreting the artistic and literary activities of North America, particularly the United States, to England and Europe. In introducing the first number, the publisher outlines the functions of "Perspectives," which will be published four times a year in several languages—English, French, German, Italian to start and Spanish eventually. It is a cultural magazine with a particular purpose to set materials before readers

that may enable them "to view the culture of the U.S. in accurate perspective". It is suggested that due to various causes, American culture has been badly distorted abroad where judgments have come to be based on misconceptions. "Perspectives" will strive to show that the spiritual and artistic elements in American life are not sterile but have produced many poets, novelists, musicians and scholars of the first order. The editor promises to keep "Perspectives" free from propaganda or political pressure and uphold firmly the principle of freedom of artistic expression.

Number 1 of the English edition, Autumn 1952 contains a wide range of articles and original contributions on American art, history, literary criticism, music, philosophy, poetry, and important carefully selected book reviews. The writer has found it most interesting and informative and it is hoped the standard will be maintained in succeeding numbers. There is no doubt but that literary people everywhere in Canada will want to receive regular copies of this excellent new magazine. It is interesting to know that the publication of this journal has been made possible by grants from the Ford Foundation to the International Publications Inc. of New York. The English edition of "Perspectives" is published particularly for the public of Great Britain. Inquiries regarding the magazine should be made to the Canadian representative, British Book Service, Toronto.

**Cargoes on the Great Lakes** by Marie McPhedran—Macmillan \$2.75.

Written specifically for young folk, we suggest that "Cargoes on the Great Lakes" is the best school book available on North America's inland waterways and one calculated to get and hold the attention of young students to teach them both the physical and the commercial geography of central United States and Canada.

Based on the personal experiences of the author, the book tells the story of modern freighters and shipping on the Great Lakes today. All summer long, day and night on the great fresh water highway from the centre of North America to the Atlantic coast ships loaded with cargoes of one hundred different descriptions help to keep commerce and industry alive and serve some of the continent's greatest cities.

This book traces their routes—from the "big sea waters" of Lake Superior to the canal at "the Soo," into Lake Michigan busy with its ferries or into wide Lake Huron, on down the St. Clair River and its Flats into shallow green Lake St. Clair, through the narrow Detroit River, a busy hub of industry, into Lake Erie, through the locks of the Welland Canal over the mountain of Niagara into small deep Lake Ontario that flows through the sieve of the Thousand Islands into the blue St. Lawrence River. . . . More than two thousand miles of waterway are



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short-haul trade for the scarcely less important coal, limestone, oil and cement; the shipment of manufactured goods, the "package freight"—an amazing variety of cargoes!

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**The Adaptable School** by Carl H. Kumf  
Macmillan \$2.75.

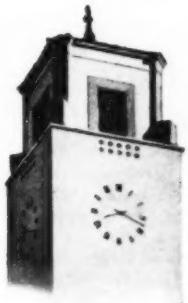
The aim of this important new book for the elementary school principal is not merely to seek out and record good current practices in education which schools everywhere would do well to follow, but rather to find out and assess the conditions which cause a school to constantly search for improvements on its own; to discover why certain schools or systems recognize the need to improve and then evolve a practice to meet the need.

This quality in educational leadership, the author declares, is adapt-

ability to changing conditions. Therefore, he entitles his book "The Adaptable School". As stated above, "The Adaptable School" is written specifically for the elementary school principal of a large city. The author shows how many adjustments must be made in the operation of a large urban school to promote a more useful educational programme. Adaptability requires creative thinking and constant planning. It seeks to determine better ways of accomplishing desired ends. All change, all advance in educational practice and ultimately all progress in educational programmes are due to dynamic leadership. In this the author stresses the great and growing importance of local initiative on the part of the school principal as opposed to slavish centralized control.

In his summary the author picks out certain things which the modern principal must do to assure success; he must serve as the community superintendent in his school district; he must have a clear understanding of the aims and purpose of elementary education; he must serve as the educational leader of his community; he must keep the board of education informed of the programme being developed in his school; he must take an active part in teacher education and supervision in his school; and he must use all the facilities of his community to make his school serve the people of the community.

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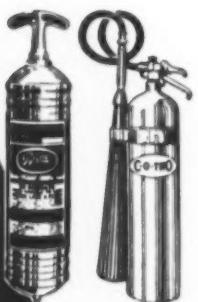
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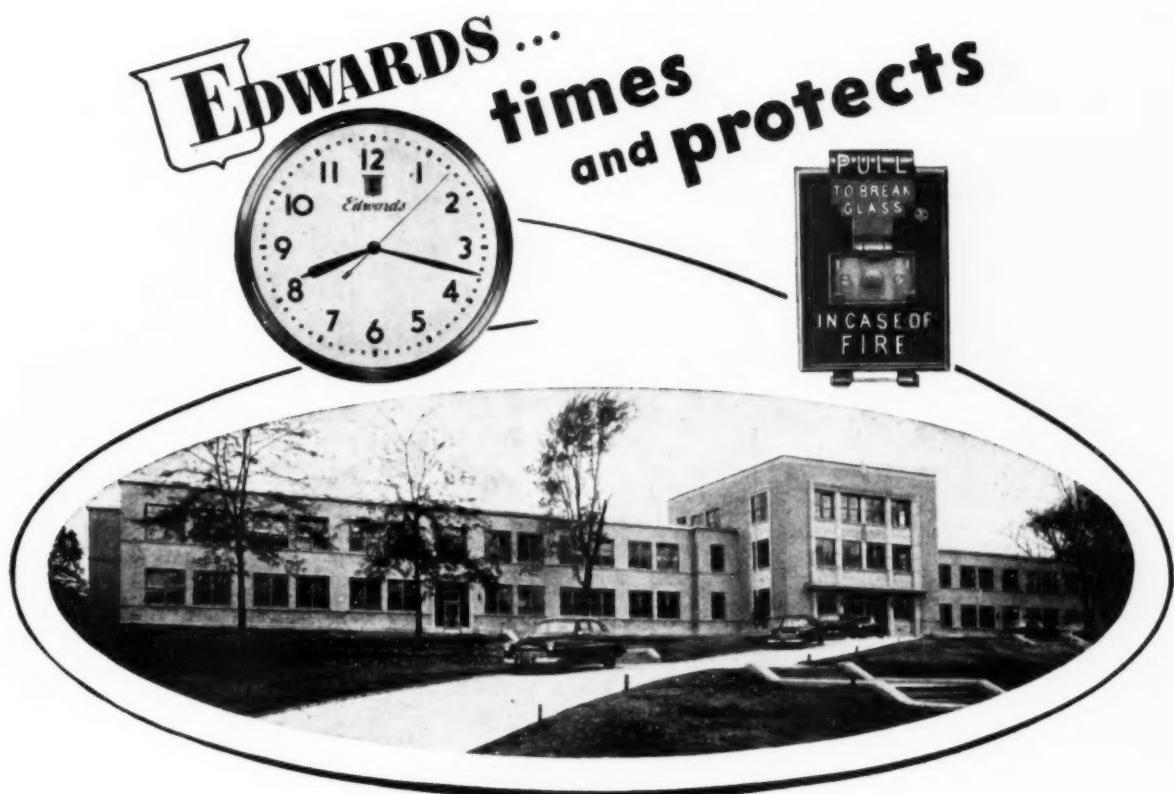
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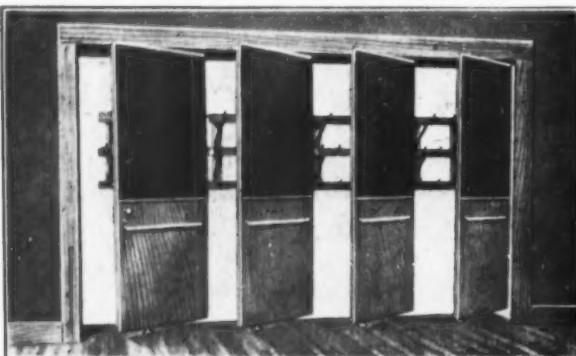
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Education Week enjoys the support of organizations representing a broad cross-section of Canadian interests. This is democracy in action — working together for the good of all.

Left to right: Ron Burgess, left half and captain, has played 32 times for Wales and is that country's outstanding player; Arthur Rowe, manager of the world-famous Totten-

ham Hotspurs; Eddie Baily, inside forward, has been capped for England six times and is rated as one of England's most dangerous players.



## *The Soccerball of the Future—THE VOIT XS3*

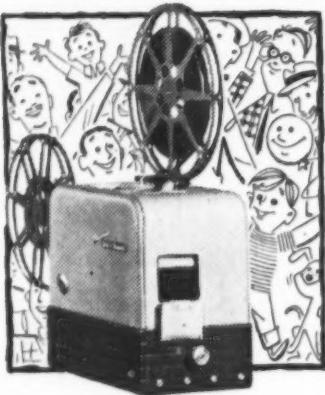
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- Use two language versions of the same film with
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- Record as you project — play back immediately.
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**VISUAL EDUCATION AIDS**

## AUDIO-VISUAL AIDS FOR THE SCHOOL

### Television For The Schools of Britain

The possibilities of television teaching are being explored in six London district schools. The first reaction of the 300 "guinea pig" students aged 11-13 years, is enthusiastic—although it may be tempered by homework assignments and examinations which will follow.

The present experiment will last one month and in a year more extensive trials will be held. From the analysis of these test runs, a fully developed TV for the schools program may be started on the lines of radio lessons now reaching 22,000 United Kingdom schools.

The first lesson, sent on a closed circuit to the selected schools, was "Muscles at Work." A young science instructor gave the lesson and for visual aids he had a school-boy riding a bicycle, a dissected frog and a human skeleton. One point noted by the experts is that one set of expensive class room equipment, which ordinarily would not be available for the thousands of class rooms in the land, serves for all. The lesson lasted half an hour.

A syllabus for the experiment has been drawn up to cover as wide a range of subjects as possible. Monday is science day. Tuesday, current affairs; Wednesday, arts and crafts; Thursday, geography, and Friday, vocational guidance on jobs available to the student on leaving school.

A variety of receiving screens are being tried out ranging in size from 15 to 21 inches. One of the reasons that the idea is being studied cautiously is that the television sets cost from \$200 to \$300, which adds up to quite a bill for education authorities.

Programs will be varied, with professional actors and speakers using films. Use will be made of models and diagrams. Experience with the use of motion pictures and visual aids in ordinary class room work has given some guidance as to technique but television teaching is expected to open a new field—and new problems—of its own.

There is a technical problem in the fact that the BBC has only one wavelength. The present experiment is be-

ing sent out on a special wave-length and sound is transmitted by ground lines. The larger experiments in 1953 will be conducted through the normal channels, but as a regular thing it might not be too easy to fit schools in with ordinary public television broadcasts.

Representatives of the Schools Broadcasting Council are present in five of the schools, recording the reactions of the students. At the sixth school the teachers are making their own reports and it is planned to question all the children, as well as to examine them in the normal way, on the lessons they have watched. Authorities are wondering how, once the novelty has worn off, the examination marks of the video students will compare with those of the students taking normal training.

Today's experiment in Britain is fundamental, and the educational, technical or financial issues may delay its development. Yet the feeling is that it will be worked out in the long run.

For television is in Britain to stay. Another survey conducted in Britain recently reveals that by the end of 1952 two out of three sets in the country will be owned by people with a weekly income of \$25 a week—approximately the average wage. Preferences in programs varied only slightly in the different areas and the most popular program was the television newsreel.

Television broadcasts are offered on a very limited basis because of costs of production (and all costs must be met from licence fees, there being no commercial sponsors) but it is already a part of the everyday life of a considerable part of the population. Although there are more radio sets than television sets a greater aggregate time is spent in viewing than in listening to straight radio.

The verdict of adult observers of the first television classrooms was that it was fascinating. It is unofficially predicted that the first full-time service will start in 18 months.—Andrew Sneddon—London, Eng. Bureau, Calgary Herald.

*hand Simplified* provide 35 hours of dictation practice selected from standard Gregg textbooks. The complete program consists of 35 reels of recorded tape. The first 25 reels are arranged in 54 lessons of theory dictation selected from *Gregg Shorthand Manual Simplified*. The other 10 reels are advanced new-matter dictation selected from *Previewed Dictation*. Dictation speed ranges from 40-90 wpm in the theory lessons and 60-120 wpm in the advanced lessons. Much of the dictation practice is given on the famous "one-minute speed building plan."

*Dictation Tapes* are designed for use in regular classroom instruction, for individual make-up work or remedial practice, for extra dictation practice for ambitious students and *Awards* aspirants, and for controlled refresher course training. They are useful in any situation where short-hand dictation practice is needed.

*Dictation Tapes* may be played back on any standard tape recorder designed to play a  $3\frac{3}{4}$ " per second double-track recorded tape. Each of the 35 reels is packed in an attractive box clearly indicating the number of the reel and the lessons covered.

In addition to the tapes, there is available for the teacher an informative booklet: *Teaching Gregg Short-hand Simplified with the Aid of Dictation Tapes*. For the student there is a *Study Guide* to provide preview practice drill.

*Dictation Tapes* are available in a complete set of 35 reels. Part I, the first 25 reels, covers all theory of *Gregg Shorthand Simplified*; Part II, 10 reels, gives advanced dictation practice. Individual reels may be purchased, although it is recommended that the first 25 reels be used as a unit.

The Gregg Dictation Tapes are available from the Gregg Division, McGraw-Hill of Canada Limited, Spadina Ave., Toronto. Two tapes may be obtained free for 20 days' trial use by bona-fide commercial teachers.

## New Textbooks on Health and Physical Education

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**Growing Up Healthily** \$2.00  
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Just Published—New Canadian editions of two outstanding texts in the **To-day's Health and Growth** Series for study in the Junior High School Grades.

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Just Published—A wealth of suggestions for physical activity with delightful illustrations.

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**THE MACMILLAN COMPANY OF CANADA LIMITED**

Ryerson Institute of Technology uses  
General Electric Technical Films

The value of the film in higher education has received a marked endorsement from the Ryerson Institute of Technology, Toronto. During the current term, 200 first-year students of the School of Electrical Technology will attend a one-hour program of films every week, as part of their course.

every week, as part of their course.

Mr. Herb Jackson, Chief Instructor at the School, has selected the program of films from the library of Canadian General Electric Company. For some time past, Ryerson has been showing GE films to illustrate specifically related studies. But the inclusion of a complete course of electrical films has a wider aim. It is an experiment designed to give students, at an early age, a broad view of the scope of the electrical industry; to help them decide upon the areas in which they would like to specialize, in research or in their eventual career.

Most of the films have considerable general-interest content, and many of them are in colour; Mr. Jackson expects the weekly film period to have a high popularity-rating with students.

The ten-week course opened on Friday, January 9, with two recent GE films: "And A Voice Shall Be Heard", the story of two-way radio and the part it will play in civil defence; and "Jet Story", which traces the development of the jet engine in America from 1941 to 1952.



## **For Band - Orchestra - Classroom**

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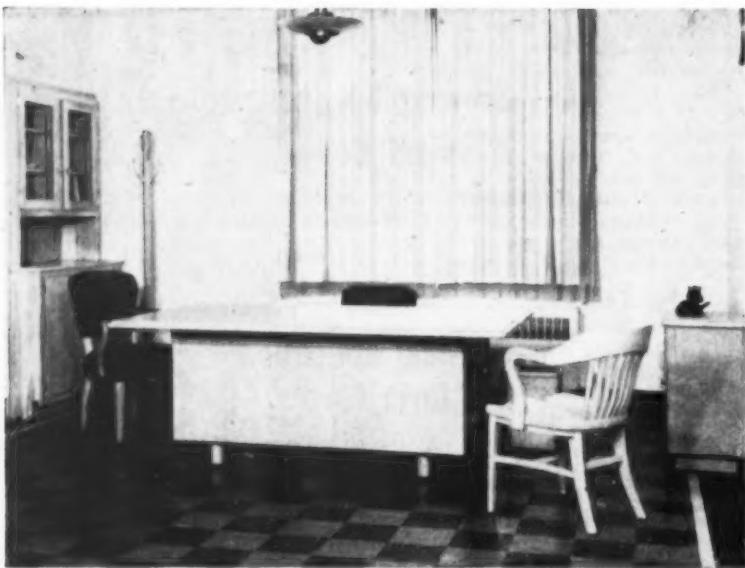
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SEND FOR  
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# MODERN SCHOOLS NEED MODERN FURNITURE



THE photograph above shows the principal's office of the new Norwich District High School, Norwich, Ontario, furnished with Preston-Noelting modern office furniture.

We manufacture a complete line of principals' and teachers' desks and chairs and also filing cabinets and filing supplies for all school office and classroom needs.

*School Boards and School Principals  
are invited to write for  
Illustrated Folders and Price Lists.*

## PRESTON-NOELTING LIMITED STRATFORD, ONTARIO

### The Safety Supervisor—Safety Film Series—Department of Labour, Ottawa Canada

To emphasize to all levels of industry the vital necessity of supporting the work of their safety supervisors, the Department of Labour undertook last year a film entitled "The Safety Supervisor". Produced by the National Film Board, the film is the sixth in this Department's "Accidents Don't Happen" series of safety films.

The film which was released recently was produced only after considerable research which involved close cooperation with various safety authorities in Canada, including the Ontario Accident Prevention Association.

"The Safety Supervisor" is a semi-humourous treatment of the trials of one safety supervisor. The new plant manager holds him responsible for the poor safety record of the plant—he threatens, in his disgust to set up a funeral parlour in his office. The safety supervisor is well aware of the hazards in the plant, as he points out to the boss. However, lack of understanding has caused his recommendations for changes to be shelved. The safety supervisor is in danger of becoming a joke.

\* \* \*

Not the least important of the points the picture makes is a comparison of the costs of an industrial accident with

the cost of preventing that accident. It shows that the cost of an accident—medical expenses, the cost to the firm due to lost time, and so on—is far more than the cost of correcting the danger in the first place. In many instances it is merely a matter of supervisors being alert to hazardous work practices. As the safety supervisor says in the film, "It's just plain common sense, it's plain dollars and cents, to support your safety program and your safety supervisor".

\* \* \*

The "Accidents Don't Happen" series consists of the following six films: 1. Organization of Safety Committees; 2. Machines; 3. Handling; 4. Falls; 5. Safe Clothing; 6. The Safety Supervisor. Cost and approximate running time of each film are as follows:

Film No.	Time (min.)	English	French
1	11	\$14.81	\$14.57
2	7	10.98	11.45
3	6	9.74	9.58
4	5	8.10	8.25
5	7	10.48	11.73
6	10	20.90	20.90

Sixteen millimetre prints of these films may be obtained for preview showings, or purchased outright, from the National Film Board in Ottawa or its nearest representative.

\* \* \*

There is much evidence that the "Accidents Don't Happen" films are filling a real need. At the beginning of September, a total of 1,986 prints of the first five films had been sold. Of these, 1,621 prints had been sold outside Canada, in Europe and in countries as far away as South Africa and Australia. There has been considerable demand from South America as well. A recorded total of 515,900 persons had seen the films on loan in Canada up to March, 1952, and this figure is increasing each month, since the films are continually in use throughout Canadian industry.

### Training Films For Ford Motor Company

Ford Motor Co. of Canada Ltd., Windsor, is having approximately ten training films made by Associated Screen News Ltd. for Ford dealers. The training films are slide films, expressly created for the service departments of Ford dealers across Canada. To date, Associated Screen has completed four films on automotive electricity, Parts One to Four, another on the "Rear Axle", and another on the "Electric Gear Shift". Ford has purchased 350 prints of each for distribution throughout the country.

### NOTICE TO SCHOOL BOARDS

Single Subscriptions to  
**SCHOOL PROGRESS** are \$2.00 a year  
But extra subscriptions to individual members or schools under your authority may be ordered at only \$1.50 each.

57 Bloor St. W.

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# NOW 83% \* A NEW PEAK OF LIGHTING EFFICIENCY for Schools



## THE DAY-BRITE LUVEX

The sturdiest...  
the finest performing...  
the most attractive Slimline feature yet!

A NEW SLIMLINE MASTERPIECE! Here, at last, is a fixture that gives you everything you expect of Slimline lighting. The LUVEX is the result of years of planning and engineering . . . a combination of quality, efficiency, ease of installation and maintenance never before available in Slimline lighting.

**96" OF RUGGED QUALITY!** Every inch of these handsome 8 ft. LUVEX sections is typical Day-Brite top-quality. The sturdy truss-like chassis will not bend, sag or flex. Enclosure and louvers are completely interlocked into a rigid one-piece unit.

**EASY, LOW-COST INSTALLATION!** The chassis goes up first suspended by "A-J" Adjustable hangers. The enclosure, supported by installation chains, locks firmly into place by means of four hand-operated snap latches.

**LOWEST-COST MAINTENANCE!** Maintenance is inexpensive. Amazingly simple! So simple, in fact, that the LUVEX can be relamped and cleaned without disturbing a single part of the fixture . . . without so much as touching a latch, chain, bolt or nut.

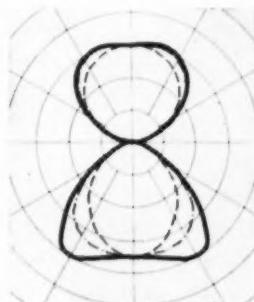


Light lightens the teaching job! LUVEX lighted classrooms mean happier, more co-operative students who learn easier.

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### Unbiased test rates Luvex an unusually efficient fixture

Reputable manufacturers back up their claims with facts. The LUVEX was given a thorough performance test by the Electrical Testing Laboratories, a competent, unbiased agency with 40 years of testing and research experience. The ETL LUVEX report reveals an 83% efficiency, a remarkable engineering achievement for a shielded Slimline fixture. Copies of the ETL report are available on request.



## AMALGAMATED ELECTRIC CORPORATION LTD.

Amalgamated Electric's experience in the school lighting field is at your service. Please call or write the Amalgamated office nearest you.

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*Students  
learn faster*  
ON THIS  
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**JIG SAW**

You'll find that even beginners will turn out smooth, clean, accurate work, IN NO TIME  
on this easy-to-operate Jig Saw.

The Beaver 24" Jig Saw is the ideal machine for the school workshop. It is expertly designed, ruggedly  
constructed to stand up for years and years—even under the rough handling of students.

With this machine instructors will have their students turning out expert-looking book ends,  
wood dishes, raised letters and many other items—after only a few hours of instruction!

By equipping your school workshop with this simple-to-operate Jig Saw, you'll be making the  
instructor's job easier . . . and improving the student's work, too.

The Beaver 24" Jig Saw is only ONE of the many woodworking machines in the Beaver line. See them  
ALL at hardware dealers—everywhere! Then, you'll want to equip your school workshop  
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1. Heaton Units cost less.
2. Can be erected quickly.
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4. May be built singly or in groups.
5. Are readily movable anywhere, anytime.
6. May be combined to provide playroom space, etc.
7. Will last a lifetime if properly maintained.
8. Disused units make excellent homes or summer cottages.
9. Heaton portable classrooms qualify for government grants.

*Write or phone for a personal interview.*

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*Specialists in Portable Classrooms and Schools*

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## Pitman Shorthand Dictation and Transcription

. . . exploits to the fullest extent all the advantages of the *BASIC COURSE* approach.

- The automatic writing response for common outlines is effectively developed through the use of a vocabulary that has been carefully graduated according to degree of difficulty and frequency of occurrence.
- The knowledge of the theory of the System and the power to apply it with facility are increased according to a well-organized pattern of incidental presentation and review.
- The knowledge and skills of the transcription process, including the application of the common rules of punctuation, capitalization, word division, number representation, the handling of working materials, etc. are presented and reviewed systematically.

All these features have been made available to the student at only \$1.50

A longhand edition of the exercises, marked off in dictation intervals of twenty words, is available for teachers at cost price.

296 Pages

150 Lessons

425 Shorthand Exercises

**PITMAN**

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**TORONTO**

## MANUFACTURERS and EQUIPMENT NEWS

### G. E. ENG. HELPS DECORATE LONDON FOR CORONATION



London's Regent Street, famed for its stately buildings and fine shops, will be strikingly decorated for next June's Coronation, according to information from The General Electric Co. Ltd. of England. G.E.C. has been awarded the contract for illuminations and decorations along the length of the famous street.

The above illustration shows the artist's conception of the proposed gala adornment which will stretch almost

from street level to the tops of the imposing buildings. Central theme of the decorations will be the English rose, which was favoured by the first Elizabeth as her personal emblem.

Building fronts along Regent Street will be hung with mammoth vertical drapes imprinted with the English-Hedge rose. The great drapes will display plastic coloured roses, either three or five feet in diameter. Other plastic pieces in a material called

"Chrysaline" will include the Royal cipher and other decorated devices.

The whole scheme will be designed for illumination at night by floodlighting and by lighting of individual pieces. By night the scene will be particularly beautiful and picturesque. The decorations will be put up ten days before the Coronation and will remain up for twenty five days afterwards.

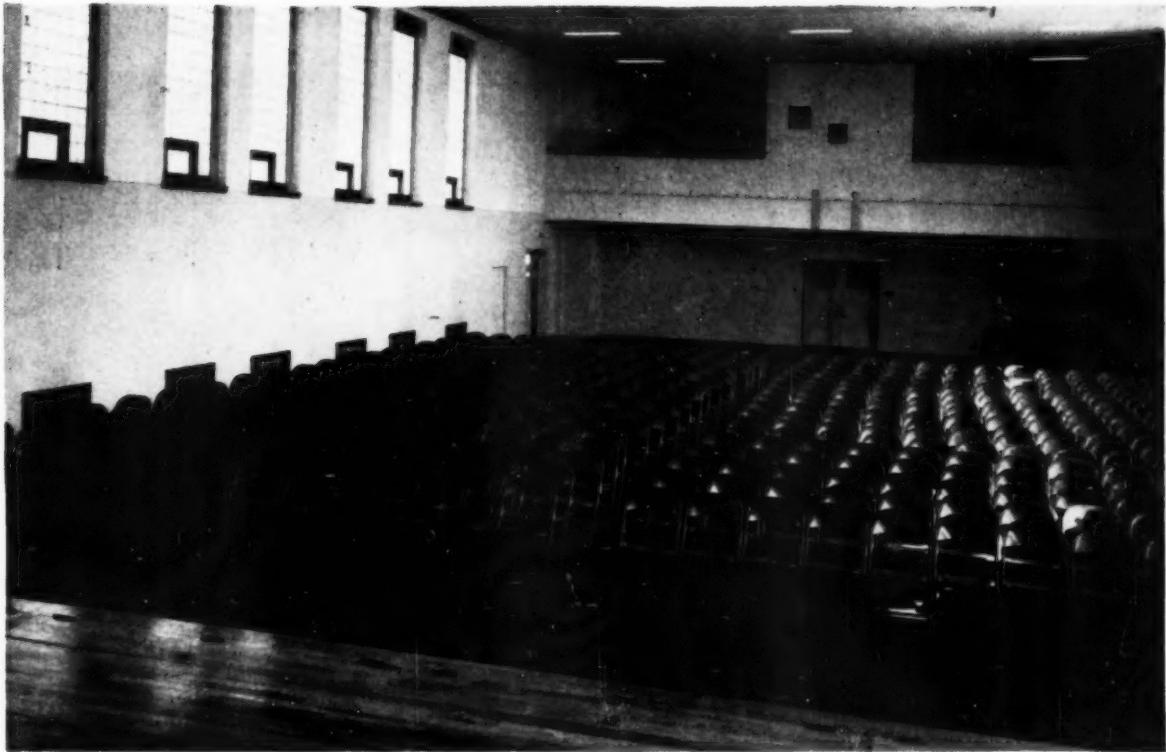
In addition to the original design of the Regent Street plan of decoration, G.E.C.'s contract calls for supplying all materials, building and setting up the decorations and for wiring and lighting the whole display.

Special arrangements have been made whereby The British General Electric Co. (Canadian) Ltd., representing G.E.C. in Canada will supply the same line of decorations to municipalities and business organizations in this country. Further information may be obtained from the Lighting Division, Canadian General Electric Company, Toronto.

### Modern Office Furniture for Schools

Preston-Noelting Limited, widely known furniture manufacturers of Stratford, Ontario, announce a complete line of office furniture, many items of which are especially adapted to school office use. The full range of office equipment and supplies comprise the following: Modern suite office furniture; Avon suite office furniture; Jubilee line of office furniture; commercial furniture; Techniplan office furniture designed to provide maximum efficiency in a given amount of space, and also a full line of filing equipment and stationery supplies.

Interested readers may obtain folders and full information regarding this modern line of office furniture, equipment and supplies by writing direct to the head office of Preston-Noelting Limited, Stratford, Ontario.



## Cut Seating Costs with *Royal* Folding Chairs

Pictured above is a view of the auditorium in the new Lachute High School, using Royal's No. 643 Folding Chair. This all-metal chair has comfortable, saddle-shaped steel seat with edges rolled under for complete safety, and with comfort-shaped steel back. Here is Canada's strongest, safest, most comfortable, most reliable folding chair . . . you can even stand on the edge of a Royal Folding Chair without danger of tipping!

Royal Metal Folding Chairs are also available with upholstered seat, upholstered seat and back, or Flex-spring seat in either standard or dining room heights. Illustrated at right is Royal's No. 649 chair, showing Flex-spring seat and padded back upholstered in Super-Tuftex Leatherette.

AND REMEMBER . . . there is a 10 YEAR GUARANTEE on the metal construction of all Royal Folding Chairs! For further information, please use attached coupon, it will bring you a prompt reply.

*Royal*

**ROYAL METAL  
MANUFACTURING  
COMPANY LIMITED**

HEAD OFFICE - SHOW ROOM - PLANT  
GALT, CANADA

FEBRUARY-MARCH, 1953



No. 649 Folding Chair

**ROYAL METAL MFG. CO. LTD. Dept. SP 1, Galt, Canada**

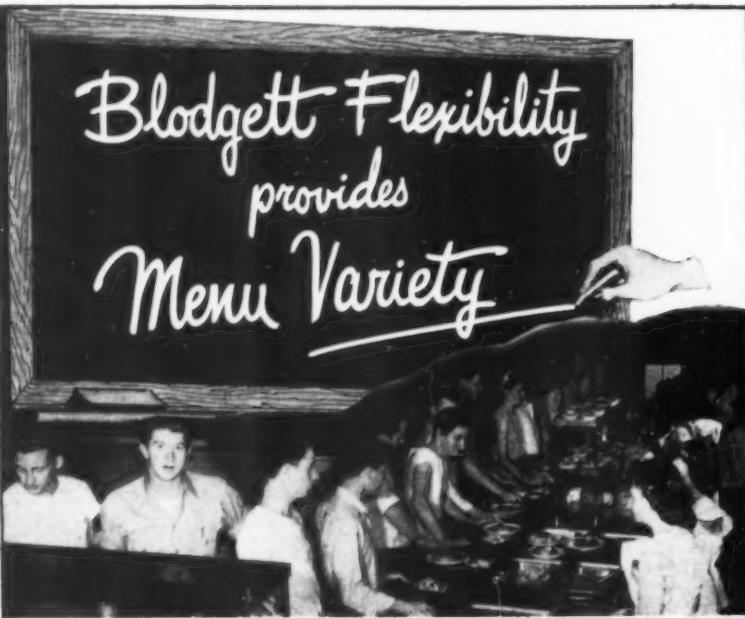
Please send me free literature on Royal Folding Chairs. This request places me under no obligation.

NAME

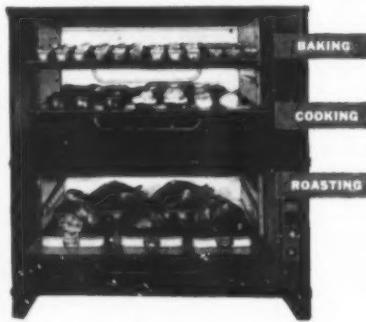
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Young healthy appetites demand nourishing meals. This modern kitchen tool is ideal for schools to keep a steady stream of oven-prepared foods flowing to the school tables . . . THREE WAYS . . . ROASTING . . . BAKING . . . GENERAL OVEN COOKERY. The speed and flexibility of a Blodgett Oven make it possible to cook your food to perfection and have it ready on schedule. Dietitians recognize in hot, nourishing oven-prepared meals the best means of serving a wide variety of meals at prices students can afford to pay.



Blodgett makes ovens from its "Basic Three" design which provides the units to make 24 models.  
THE G. S. BLODGETT CO. INC.

Garland-Blodgett Ltd., 2256 Eglinton Avenue West, Toronto 10, Ont.

Correct Pencil Sharpeners for Schools

Mr. A. D. Farrell, Vice-President and Director of Sales of the Automatic Pencil Sharpener Company has compiled a most complete and interesting brochure of instructions on pencil sharpeners in general and Apsco sharpeners in particular. In his discussion of this important item of modern school equipment, Mr. Farrell gives the history of the development of the first precision pencil sharpener as early as 1907. Next, he gives complete instructions as to the installation, operation and maintenance of pencil sharpeners. Finally, he discusses in detail the various models produced by Automatic

Pencil Sharpener Company listing their special applications to various school uses.

Models especially designed and recommended for schools include Chicago, Giant, Premier, Dexter and Dandy models. Full descriptions with details of parts that go to make up these precision sharpeners are provided along with a glossary of terms.

It occurred to us that many school principals would like to have a copy of this brochure, and we have been assured that they may obtain one by writing direct to Automatic Pencil Sharpener Company, 43 Yonge Street, Toronto.



W. F. CORKRAN

Robert H. Andrews, Managing Director, Edwards of Canada Limited, announces the appointment of W. F. Corkran as District Manager of the Montreal District, with offices at 301 Young Street, Montreal.

After graduation from McGill University in electrical engineering, Mr. Corkran was associated with the well-known consulting firm of E. A. Ryan, Montreal. He later joined Edwards of Canada Limited as Sales Engineer, in which capacity he has served for the last three years.

United-Carr Fastener Company of Canada Limited Announces Executive Appointments

Harold S. Beddoe, President of the United-Carr Fastener Company of Canada Limited, Hamilton, announces the following appointments: Mr. Robert M. Healey, General Manager and Director; Mr. J. Robert Johnston, Sales Manager; Mr. George J. Muir, Assistant Treasurer; Mr. Alan A. Johnston, Manager of Montreal Office. United-Carr Fastener are manufacturers of the Dudley combination padlocks so popular in Canadian schools.

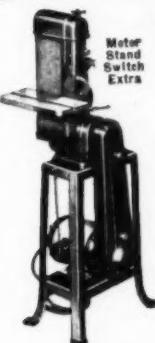
New Royal Metal Bookcase

Newest product of Royal Metal Manufacturing Co., Galt, Ontario, is a three-shelf bookcase, easily adjustable to accommodate any size book or report.

The gray metal bookcase has been designed for executives, purchasing agents, office workers—anyone requiring ready access to reference materials.

Even largest-size technical reports can be held in the bookcase simply by moving the shelves to the desired height. Made of heavy gauge steel, the bookcase has exceptional strength and capacity and uses a minimum of floor space.

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The fine finishes that can be achieved with Delta woodworking machines gives students a pride in their work and in their progress.

The Delta Abrasive Belt Finishing Machine may be used for both horizontal and vertical finishing. A wide range of operations make it particularly adaptable for vocational training.

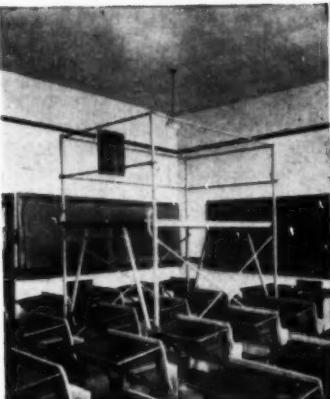
For full information and specifications, please write or call at your nearest A. R. Williams office.



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### Head of West Disinfecting Company Completes Fifty Years of Service

Simultaneous employee parties at 22 of the West Disinfecting Company's 68 plants and district branches across the U.S. and Canada were held December 31st in honor of M. M. Marcuse, Chairman of the firm's Board of Directors. Mr. Marcuse, who is completing 50 years continuous service with the company, is one of the leading authorities in the field of sanitary chemicals. He is credited with many of the developments responsible for the industry's growth as well as the growth of the West Company, the world's first and largest manufacturer in this field.

Mr. Marcuse was made President of West in 1912 and Board Chairman

in 1942. He was one of the founders of what is now the Chemical Specialties Manufacturers Association.

The company is the originator of liquid hand soap, paper towels, and automatic dispensers for these materials, all of which have become standard safeguards of industrial and public health in the last 50 years. In addition to these products, the firm today manufactures insecticides, industrial insecticide dispensers, soaps and creams for preventing industrial skin diseases, industrial disinfectants, and a line of floor finishing and maintenance products. With its recent purchase of controlling interest in Lazarus Laboratories in Buffalo, the company will shortly expand its line of sanitation products for the dairy field.

### Gordon A. MacEachern To Distribute Tornado Cleaning Equipment

Breuer Electric Mfg. Co. of Chicago, Illinois, has announced the appointment of Gordon A. MacEachern to distribute their line of commercial and industrial vacuum cleaners and portable electric blowers. The equipment will be demonstrated and sold by all MacEachern branches in London, Port Arthur and Hamilton, as well as the home office in Toronto.

The joining of these two firms brings together the leading line of vacuum equipment with one of the outstanding authorities on commercial and industrial maintenance, cleaning and sanitation.

Gordon A. MacEachern is a recognized authority in Canada on modern methods of time saving maintenance. In addition to distributing a broad line of maintenance equipment as well as manufacturing sanitary soaps, waxes and chemicals, the company operates a floor finishing and caretaking service that provides a broad pattern of experience used in counseling their many customers.

All MacEachern salesmen have been fully schooled and are experienced in advising and solving maintenance problems for commercial buildings, institutions and industrial plants.

Further information on the new line of Tornado cleaning equipment is available by writing Gordon A. MacEachern, 15 Elm Street, Toronto, Ontario, Canada.

### New Drill Press Catalog

South Bend Lathe has recently issued a new 12-page catalog No. 5206 covering the complete line of South Bend drill presses. Well illustrated with both photos and line drawings, all the salient features of the company's drill presses are clearly explained. In addition to the Precision Model drill press, the lower priced Economy Model and several multi-spindle Production Models are featured. Several pages are given over to the many production boosting drill press attachments manufactured and supplied by the company. Copies of the catalog may be obtained by writing to A. R. Williams Machinery Mfg. Co., 60 Front St., Toronto.

### Arborite Wallboard Adhesive

A new waterproof, self-bonding, resin adhesive specially developed for easier, more secure installation of Arborite and other non-porous wallboard materials has been announced.

The new adhesive is dielectric, anti-corrosive and non-toxic, and contains no filler. It is designed for both industrial and home applications including walls, dadoes, counters, splashbacks, linoleum and floor tiles.

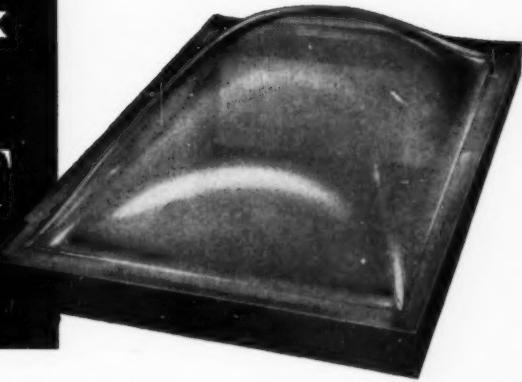
Complete information is obtainable from the Arborite Company Limited, Montreal 32, Quebec.

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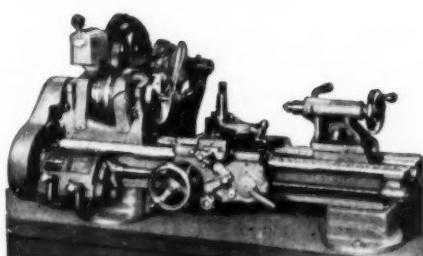
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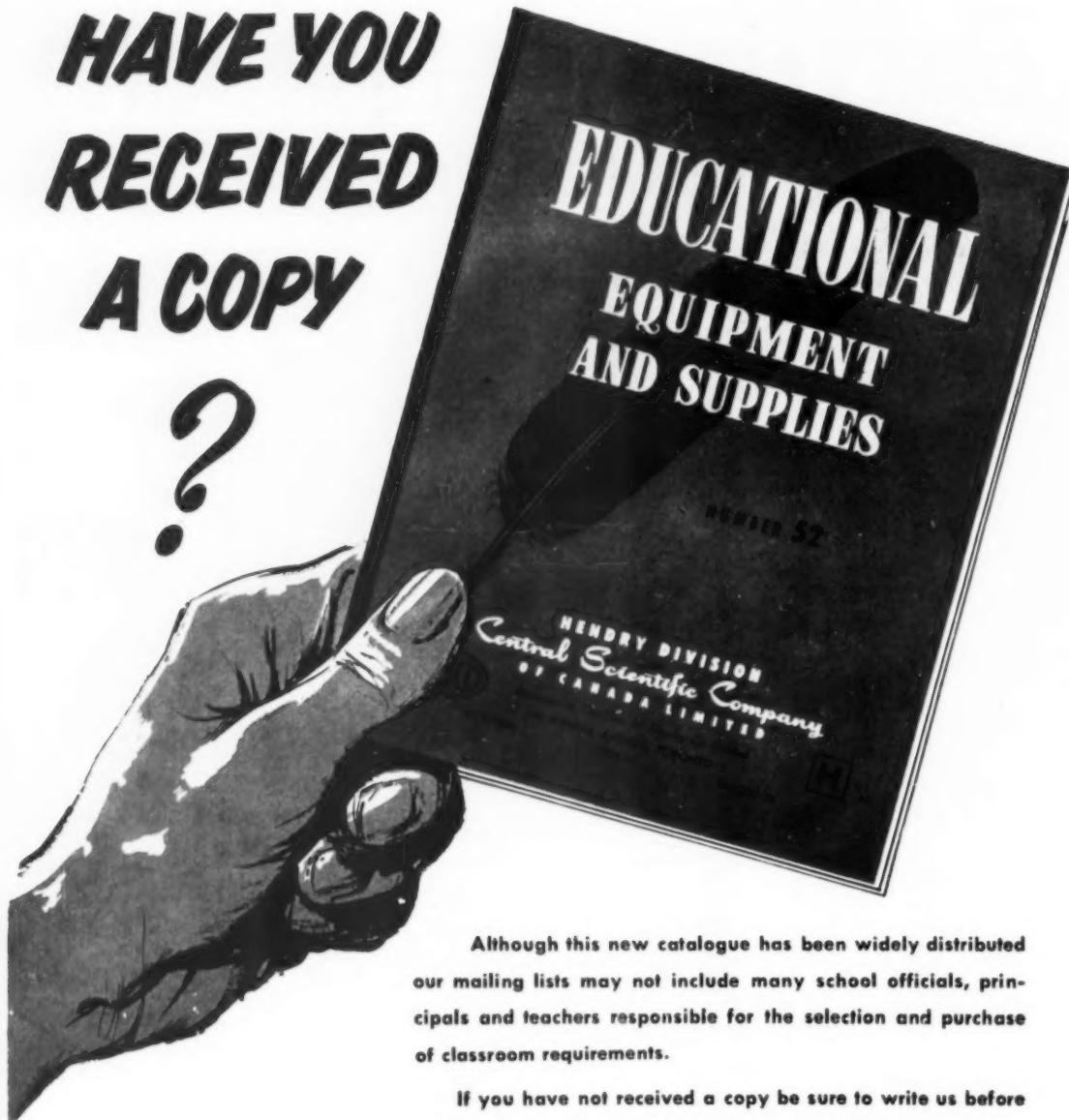
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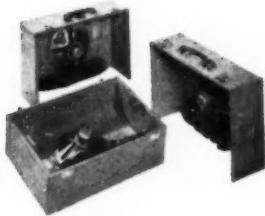
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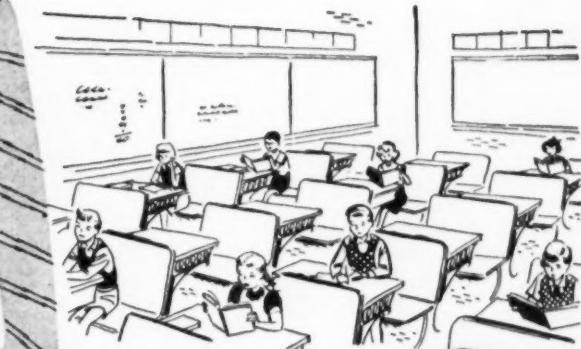
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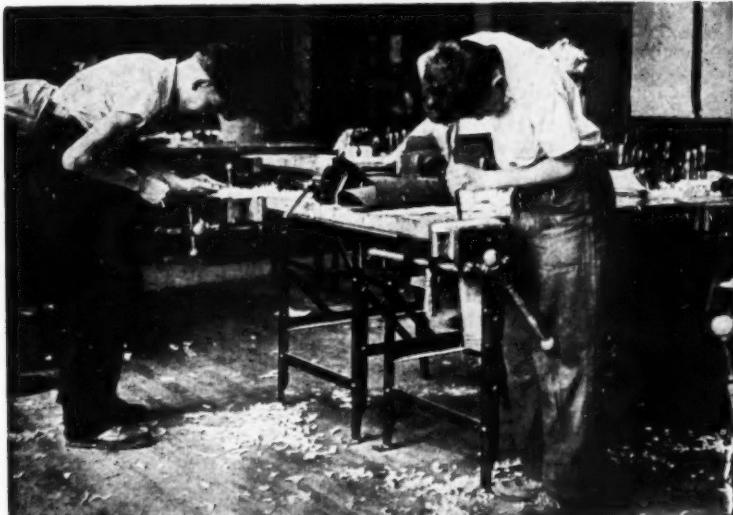
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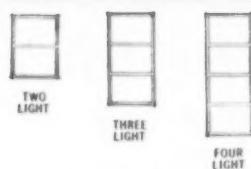
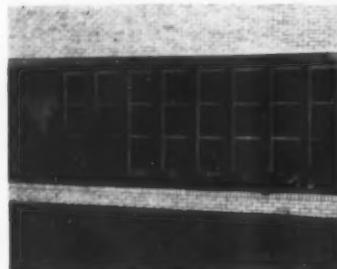
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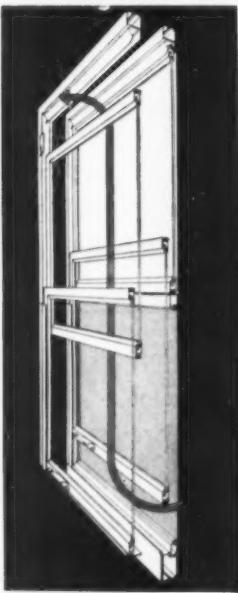
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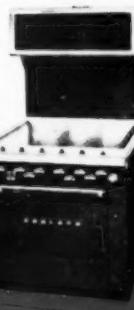


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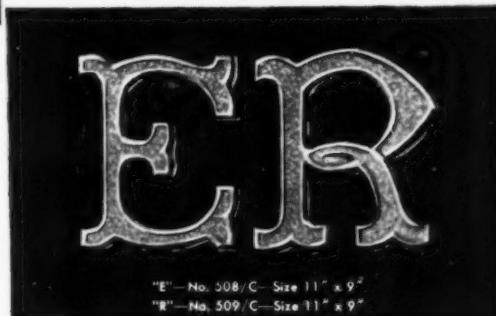
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